DOCUMENT RESUME

ED 169 676 EA 011 577

AUTHOR Carey, Maggie D.; Snyder, Fred A.
TITLE The Difference Between Thorns and Threats in Elementary School Administration. Studies in Curriculum Development No. 1, 1979.
INSTITUTION Indiana State Univ., Terre Haute. School of Education.
PUB DATE Feb 79
NOTE 66p.; Not available in paper copy due to small print of original document

EDRS PRICE MF01 Plus Postage. PC Not Available from EDRS.
DESCRIPTORS Attendance; Court Litigation; Curriculum Problems; Declining Enrollment; Discipline Policy; Educational Accountability; *Educational Problems; Elementary Education; *Elementary School Supervisors; Financial Problems; Fuel Consumption; Grading; *Principals; *School Administration; Teacher Evaluation; Teacher Recruitment

ABSTRACT

In the fall of 1977, students enrolled in an elementary school administration and supervision class at Indiana State University attempted to separate the "threats" from the "thorns" in elementary school administration. "Thorns" were defined as everlasting or recurrent problems, and "threats" were defined as relatively new problems perceived as potentially disruptive to the administrative process and operation of the school. The heart of this publication presents transcripts of conference telephone conversations among members of the class and five outstanding elementary principals from across the nation. Fifteen problems classified as "threats" were discussed, including accountability, certain court rulings, certain curriculum issues, declining enrollment, fuel shortage, and inadequate funding. Fifteen problems classified as "thorns" were discussed, including attendance policies, difficulty obtaining good teachers, discipline, faculty and staff evaluation, and grading and promotion. The conversations revealed that the outstanding principals contacted were all rather tolerant of the problems perceived as "thorns" but did not all perceive the "threats" as equally important. (Author/JM)

**********
* Reproductions supplied by EDRS are the best that can be made *
* from the original document. *
**********

ED169676

STUDIES IN CURRICULUM DEVELOPMENT NO.1, 1979

# THE DIFFERENCE BETWEEN THORNS AND THREATS IN ELEMENTARY SCHOOL ADMINISTRATION

by
Maggie D. Carey
Fred A. Snyder

U.S. DEPARTMENT OF HEALTH, EDUCATION & WELFARE
NATIONAL INSTITUTE OF EDUCATION

THIS DOCUMENT HAS BEEN REPRODUCED EXACTLY AS RECEIVED FROM THE PERSON OR ORGANIZATION ORIGINATING IT. POINTS OF VIEW OR OPINIONS STATED DO NOT NECESSARILY REPRESENT OFFICIAL NATIONAL INSTITUTE OF EDUCATION POSITION OR POLICY

"PERMISSION TO REPRODUCE THIS MATERIAL IN MICROFICHE ONLY HAS BEEN GRANTED BY

J. Hill

TO THE EDUCATIONAL RESOURCES INFORMATION CENTER (ERIC)."

EA 011 577

CURRICULUM RESEARCH AND DEVELOPMENT CENTER

SCHOOL OF EDUCATION, INDIANA STATE UNIVERSITY ● TERRE HAUTE

THE CURRICULUM RESEARCH AND
DEVELOPMENT CENTER

School of Education, Indiana State University

The Curriculum Research and Development Center of Indiana State University provides school systems the opportunity to secure aid, encouragement, and cooperation in curriculum development projects. It coordinates the participation of University personnel engaged in curriculum work, provides information concerning curriculum development, and initiates and sponsors curriculum research projects. It is the contact point where public schools initiate inquiries regarding curriculum and acts as a vehicle for communication between elementary and secondary schools and the University. Although the CRDC operates as an agency of the School of Education, it represents all departments of the University engaged in curriculum development projects.

Services of the Center are of these major types:

Consultant services--The Center makes available specialists in various curriculum areas to aid in curriculum development. This is on a contract basis and can be adjusted to the needs of the particular task.

Leadership--In the Center, University personnel and others have an agency through which curriculum change can be advocated and other opportunities to exercise leadership provided.

Workshop and Conferences--One function of the Curriculum Research and Development Center is the planning and directing of on-campus conferences and workshops as well as those carried on in a school system engaged in curriculum development.

Printed Materials--The Center produces courses of study, bibliographies, and similar materials.

Research and Experimentation--The Center provides an environment which encourages research through supplying materials and services needed for experimentation, providing an atmosphere for communication and sharing of ideas, and aiding in acquiring funds for worthy projects.

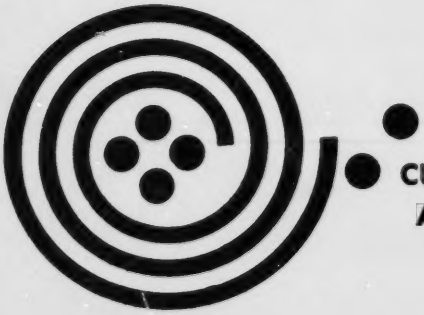
Richard Willey
Dean, School of Education

James E. Higgins
Director

This monograph is one in a series of studies of selected aspects of curriculum development.

# THE DIFFERENCE BETWEEN THORNS AND THREATS IN ELEMENTARY SCHOOL ADMINISTRATION

by
Maggie D. Carey
Fred A. Snyder



CURRICULUM RESEARCH
AND DEVELOPMENT CENTER

SCHOOL OF EDUCATION, INDIANA STATE UNIVERSITY ● TERRE HAUTE

This monograph was co-authored by:

Maggie D. Carey, Ph.D.
Indiana State University
Librarian, Gary Community
School Corporation

Fred A. Snyder, Ed.D.
Professor of Education
Department of Graduate Education
Indiana State University

Published by:

The Curriculum Research and
Development Center
School of Education
Indiana State University
Terre Haute, Indiana

February, 1979

## FOREWORD

One of the crucial roles of education is to create an atmosphere of inquiry in which students perceive relationships between the college classroom and its analysis of educational problems and approaches to those problems. While actual field experiences are desirable, they are not always practical in every educational situation.

The material in this monograph is significant in that it demonstrates a dialogue of ideas and problems, questions and answers, concerns and hopes between students in the classroom and school administrators. Utilization of the long-distance conference call in this instance is an excellent use of this technique to bring together students and administrators. From the transcript of the conversations, it is obvious that all parties were receptive to the idea of the conference and felt quite free to ask questions, relate experiences, and share concerns.

It is difficult to conceive of any other means by which a group of students could have had the wealth of expert input from school administrators from all points of the country. The administrators responded to questions with frankness and insight. Without making a value judgment, one wonders who might have benefited more, students or administrators. Faculty, students, and administrators are to be commended for providing a rich and meaningful dialogue on a subject seldom probed so thoroughly.

Harriet D. Darrow
Professor of Education
Dean of Academic Services
and Special Programs

## PREFACE

Einstein once stated:

> The formulation of a problem is often more essential than its solution, which may be merely a matter of mathematical or experimental skill. To raise new questions, new possibilities, to regard old questions from a new angle, requires imagination and marks real advance in science.[1]

It would seem that the above statement is just as true in any social science field, such as educational administration, as it is in the field of physics. It is exactly this activity--the identification of where the real problems in elementary school administration lie--that is this monograph's focal point. Some suggestions toward solutions of existing problems may be found in the discussion which follows. The important question given attention herein is: "What problems in elementary school administration offer a pending Threat and what problems are merely painful Thorns?"

While this document may not reach any final conclusions, it will take the reader along the path of thought of both the scholar and the practitioner on this subject. This sharing of ideas has, perhaps, the most potential for improving the condition and administration of elementary schools.

A number of individuals deserve recognition in this publication. First, and foremost, are the students enrolled in the Elementary Administration and Supervision class at Indiana State University and the elementary principals who participated in the project. More specific credit is given to these persons later in the monograph. Secondly, credit must be given to the assistance provided by Ken Bandy, student assistant in the Indiana State University Audio-Visual Service Center. Wilma Barry employed her remarkable editorial skills to reduce the damage that some of us educational administrators inflict on the English language. Finally, a big thank you to Carolyn Troxel, Cathy Kemp, and Jane Angell, who assisted with necessary correspondence and the production of the final manuscript.

Fred Snyder
Maggie Carey

---

[1]A. Einstein and L. Infeld, *The Evaluation of Physics* (Cambridge, Mass.: Cambridge University Press, 1947), p. 95.

TABLE OF CONTENTS

Introduction . . . . . 1

Threats and Thorns (definition). . . . . 2

Threats and Thorns Identification. . . . . 2

Practitioner Involvement . . . . . 3

Participants' Background Information . . . . . 4

First Telephone Discussion . . . . . 13

Second Telephone Discussion. . . . . 37

Conclusions. . . . . 56

# THE DIFFERENCE BETWEEN THORNS AND THREATS IN ELEMENTARY SCHOOL ADMINISTRATION

## INTRODUCTION

> There are times in the lives of institutions and of men when haunting questions are raised and serious shortcomings debated. What needs to be strengthened? What needs to be maintained? What needs to be eliminated? The general educational enterprise . . . [is] now in the midst of an agonizing reappraisal, a reappraisal that causes new demands to bombard today's principalship.[1]

While these comments by Robert P. Moser, Chairman of the Wisconsin State Committee for the North Central Association Commission on Schools, were intended for principals of our nation's secondary schools, there is little doubt that they could just as easily apply to all principalships. For, as Moser explains, the basic dimensions of the principalship have not changed, but "changing times, mounting pressures, sharper expectations, and, in some cases, the very struggle for survival have resulted in significant new demands."[2]

It is no wonder, as Snyder and Peterson comment in *Dynamics of Elementary School Administration*, that "elementary administrators are searching the horizon with a bewilderment that belies the calm traditionally associated with the best job in education."[3] The fact is that today's elementary school administrators face an ever increasing list of problems, problems created by teacher evaluation, supervision of instruction, collective bargaining, ad infinitum. There is little doubt that the fundamental responsibilities of the elementary school principal are undergoing significant changes.

---

[1]Robert R. Moser, "Today's Principalship: New Dimensions/New Demands," North Central Association Quarterly, Vol. 49 (Fall, 1974), p. 294.

[2]Ibid.

[3]Fred A. Snyder and R. Duane Peterson, *Dynamics of Elementary School Administration* (Boston: Houghton Mifflin Company, 1970), p. 15.

## THREATS AND THORNS

Public education, during recent years, has been plagued with a series of crises. This fact brings us to the focal point of the present writing. Elementary principals continue to be faced with a survival crisis by virtue of being continuously required to make decisions. It seems, however, that it is of utmost importance to recognize that all problems faced by elementary school principals are not of the same scope and magnitude. Some such problems tend to be everlasting or recurrent. They were with elementary principals of yesterday; they are still present today; and they will probably be faced by elementary principals of tomorrow. For the purpose of the present writing we will label these types of problems *thorns*.

Other problems are rather new on the horizon of elementary school administration. They have not been with us long enough to be considered *thorns*. In fact, they are so recent that we really don't know what their impact might be. Some such problems may be perceived as potentially disruptive to the administrative process and the operation of the school. These types of problems we can label as *threats*. Of course, some problems, perceived as being *threats* today, may simply become new *thorns* in the operation of tomorrow's elementary schools.

## THREATS AND THORNS IDENTIFICATION

In the fall of 1977, students enrolled in an elementary school administration and supervision class at Indiana State University undertook the challenge of separating the *threats* from the *thorns* in elementary school administration. To accomplish this task, the first procedural step was to complete a comprehensive review of current literature about problems in elementary education and administration. Following this review, class members extensively discussed the ramifications of problems found in the literature. It was concluded in these discussions that the following (listed alphabetically) are actual *threats* in the field of elementary school administration:

1. Accountability
2. Certain court rulings
3. Certain curriculum issues
4. Decline in population
5. Fuel shortage
6. Inadequate funding
7. Increasing and/or shifting demands on education
8. Ineffective principal evaluations
9. Lack of parental input

10. Middle management collective bargaining
11. Physical facilities
12. Racial segregation
13. Reduction in force
14. Teacher-administrator negotiations
15. Teacher incompetency

Members in the class recognized that there are many *thorns* associated with the administration of elementary schools. It was concluded that the following are the most prominent ones:

1. Attendance policies
2. Difficulty in obtaining good teachers
3. Discipline
4. Faculty and staff evaluation
5. Grading and promotions
6. Lack of parental concern
7. Lunch program
8. Parent involvement
9. Pupil lack of interest
10. Pupil placement
11. Pupil use of drugs
12. Staff relations
13. Substitute teachers
14. Testing
15. Vandalism

## PRACTITIONER INVOLVEMENT

The *threats* and *thorns* discussion did not progress far before class members realized that the validity of their conclusions might be questionable. They realized that the literature might not accurately reflect the *threats* and *thorns* of elementary school administration. They knew, too, that it was quite possible for their own value orientations to bias their conclusions about their readings. It was decided that it is the practitioner who really knows what the *threats* and *thorns* of elementary school administration are all about.

To gain a view of practitioners, five class members volunteered to hold long distance conference telephone discussions with practicing elementary school principals. Students participating in these discussions included Mark Ashby, Joy Demeter, Marsha Hauser, Joyce Moberly, and Mark Ransford. For the conference telephone discussion, the student participants decided to contact elementary school principals who would represent the United States geographically. To accomplish this, school superintendents were contacted and asked to recommend an elementary school principal who might be willing to participate. Principals recommended by their superintendents were contacted, and the following people agreed to participate in the discussions:

Dr. DeWhayne Gallups, Principal
Elizabeth Street School
Cudahy, California
(Los Angeles Unified School District)

Mr. Pasquale Lochiatto, Acting Principal
Nathan Hale School
Roxbury, Massachusetts
(Boston Public Schools)

Mrs. Mildred Wait, Principal
Hayhurst Elementary School
Portland, Oregon
(Portland Public Schools-Area I)

Mrs. Carolyn Weddle, Principal
Albert Wicker Elementary School
New Orleans, Louisiana
(New Orleans Public Schools-District I)

Mr. Nelson Wentworth, Principal
Smith School
Burlington, Vermont
(Burlington Public Schools)

Two separate conference telephone discussions were held. The first included Dr. Gallups and Mr. Lochiatto. In the second, students in the class interacted with Mrs. Wait, Mrs. Weddle, and Mr. Wentworth.

## PARTICIPANTS' BACKGROUND INFORMATION

The following background information about participants is provided to help the reader understand the frame of reference of the telephone discussions. Each participating principal's vita is given followed by a description of his or her school. Participants' vitas are also included.

## VITA

### DeWhayne Gallups, Principal, Elizabeth Street School

EDUCATION: Attended various elementary schools in Kansas: Parsons, Junction City, Dexter, Coffeeville, as well as Joplin, Missouri. Attended sixth grade and thereafter in Los Angeles, California. A part of the great migration to California during the early 1940s. Dropped out of high school at age 16 to enter the Army. Received high school diploma from GED Tests. A.B., Pepperdine College, 1953; M.S. Degree, 1957, University of Southern California; Ph.D., Claremont Graduate School, 1975.

EXPERIENCE: Classroom teacher, K-8 (all grades), 1953-1960; physical education supervisor/consultant, 1960-1965; school administrator, various schools since 1965, Los Angeles Unified School District.

DOCTORAL DISSERTATION: "The Changing Role of the Elementary Principal in a Decentralized School System"

Elizabeth Street School
Cudahy, California

Elizabeth Street School is an elementary school, K-6, located in the municipality of Cudahy in the South East Section of Los Angeles County. It is part of the Los Angeles Unified School District composed of 671 schools (including 434 elementary schools, 75 junior high schools, 49 senior high schools, and various other adult and continuation schools).

Elizabeth School is located in one of the 12 administrative areas designated Area B under the superintendency of Dr. Sid Brickman.

The school has 1625 students and is the only year round school in the L.A.U.S.D. on the 45-15 plan. The ethnic make-up of the school is 71% Spanish surname, 21% Anglo, with the remainder Native American, Oriental, and other ethnic groups. It is considered a high density area with a low income level, and thus qualifies as a compensatory education school funded jointly by the State and Federal Governments with a supplemental budget of $497,000.

The school is staffed with three administrators, four coordinators, four resource teachers, 59 regular classroom teachers, three special reading teachers, as well as 47 classroom aides.

Teachers who are interested in year-round education, can qualify for a state credential, and are bilingual, are guaranteed a position at Elizabeth Street.

VITA

Pasquale Lochiatto, Principal, Nathan Hale School

EDUCATION: Attended elementary, junior high, and high school, East Boston, MA. Graduated from Boston State College with a bachelor's degree in elementary education, 1953; awarded the master's degree in school administration from Boston University, 1957; earned the doctoral degree in educational leadership, 1977, from Nova University.

EXPERIENCE: Appointed classroom teacher, Quincy Public Schools, Quincy, MA, 1953. Appointed teacher, Boston Public Schools, Boston, MA, 1957. Appointed Assistant Director, Boston Public Schools 1972; appointed elementary school principal, Boston Public Schools 1976; named Associate Professor, Boston State College, 1974.

PUBLICATIONS: *Should Financial Aid be Given to Non-Public Primary and Secondary Schools?* - Massachusetts Civic League, Boston, MA, 1971.

Nathan Hale School
Roxbury, Massachusetts

The Nathan Hale School is a small sturdy 2-story building constructed in 1905. It is located in an older, quiet residential section of Roxbury called Fort Hill. The high ceilinged classrooms have tall windows, brightly painted walls, and all new tiled floors. The children's desks are modern and can be moved for grouping. There are many bulletin boards to display student work and school activities.

School Facilities:

| | |
|---|---|
| Library | Resource Room |
| Reading Lab | School Media Center |
| Remedial Reading | Mini-Gym Area |

Magnet Theme

The magnet theme is an academics-plus program. The aim of the school is to emphasize the basic subjects of elementary education, such as reading, math, spelling, grammar, and handwriting in a quiet atmosphere conducive to learning and pupil achievement. Learning objectives and achievement levels are clearly stated for each grade, and the children, within their capabilities, are expected to accomplish these goals before moving to the next grade. The result is expected to be sound skills development for all and an enhanced feeling of individual self-esteem and accomplishment.

Educational Program

The school has a graded structure with teacher-directed instruction. Curriculum will be planned for a five year coordinated program. The Economy Reading Program is used in conjunction with the Merrill Linguistics Program; and the D.C. Heath Math Series is used through all five grades. Thus there will be an assurance of educational program continuity in acquiring the basic skills from year to year.

Kindergarten I and II are expected to be Extended Day Programs during 1978-1979. Kindergarten students will remain in school for the full day.

Homework

Homework starts in the first grade. The principal believes that assignments help carry over learning into the home, and give the child a sense of responsibility about working on his/her own. Testing is frequent, with some classroom tests constructed by the teacher and others prepared by the textbook publishers. The administrator feels that testing helps assure progress and that some controlled competition prepares a child to cope with her/his environment.

Additional Programs

Several extra programs are available for the children. All students have art, music, and science. The fifth graders also have home economics. Field trips are scheduled at various times for all grades. The principal believes that the children should explore the benefits the city has to offer, such as the Arboretum, the museums, and the many other excellent cultural and recreational resources that are available. His hope is that they will continue to enjoy these places on later occasions with their families. Through an ESEA grant the school also provides programs in physical education and Spanish language instruction for all students. The teachers have the additional resources of a science consultant and art and music specialists.

VITA

Mildred Wait, Principal, Hayhurst School

EDUCATION: Attended elementary and high school in Lake View, South Carolina; married and moved to Oregon in 1945; graduated from Oregon College of Education 1958 with a Major in reading; awarded a master's degree from Portland State in 1970 with a major focus in curriculum; completed work on an Elementary Administrative Credential from Portland State in 1974.

EXPERIENCE: Appointed classroom teacher in South Bay School District, San Diego, California, 1958--taught all grades, 1-8, and worked in remedial reading part time; moved back to Oregon and became team leader in Salem, Oregon for grades 5 and 6, 1965; moved to Portland, Oregon in 1968 and taught eighth grade in an inner-city school; appointed curriculum director and team leader in Sabin School in 1970; elected principal of Stephenson School in 1973; transferred to Hayhurst School in 1977.

Hayhurst School
Portland, Oregon

Hayhurst School was built in 1955 and includes grades kindergarten through eighth. Portland is one of the few remaining large cities in the country which continue to carry a K-8 program. They are now in the process of developing middle schools, and in all probability, Hayhurst will become a K-6 school beginning in the fall of 1979. This change has been a long process with school communities heavily involved in all levels of discussion.

Hayhurst continues to play a large role in its community where the school is viewed as an important stablizer. They also have a very active community school program that begins at 4:00 and goes until 9:30, Monday through Friday.

VITA

Carolyn Clark Weddle, Principal.
Albert Wicker Elementary School

EDUCATION: Attended elementary school and secondary school in New Orleans, Louisiana; graduated from Loyola University with a bachelor's degree in elementary education, 1964; awarded a master's degree in guidance and counseling from Loyola University, 1968; certification in educational administration and supervision from Tulane University, 1971; presently attending George Peabody College for Teachers pursuing a doctoral degree in educational administration.

EXPERIENCE: Appointed classroom teacher, Ridgewood Preparatory School, Metairie, Louisiana, 1964; appointed classroom teacher, New Orleans Public School System, 1966; appointed adaministrative assistant to district superintendent, New Orleans Public School System, 1970; appointed principal, Lusher Elementary School, New Orleans Public School System, 1972; appointed principal, Albert Wicker Elementary School, New Orleans Public School System, 1974.

Albert Wicker Elementary School
New Orleans, Louisiana

The "new" Wicker School was a replacement building for a school which has served the community for over 150 years. It was considered a "black identity" school--that is, during the segregation era it was a black school. The old school was a dreadful facility for children; it was a wooden structure with wooden indoor and outdoor staircases, a veritable firetrap.

Mrs. Weddle's selection as school principal presented a challenge as heretofore the school had been staffed by a black principal and black faculty. Even though there were community representatives involved in the principal selection committee, much work was necessary to ready the community for its first white principal and to prepare them for the changes that would result from implementing an open-concept, individualized instructional program. Drastic changes (instructional as well as architectural) were imminent. Since the community was historically apathetic, and since they were not familiar with open educational concepts, a widespread community information program was offered including parent/teacher in-service workshops and school visitations followed by discussion groups.

Prior to that time, the parents and community members were generally alienated from the school. Therefore, Mrs. Weddle's goal was to get the community involved by bringing them into the building, making them feel welcome, allowing them to sit in classes and see what was happening, and having them work in the school in whatever capacity they felt comfortable.

The effort was by no means an easy one; she had to literally pull parents into the school. So she would say one major task was (and still is) turning apathy into interest and involvement.

Perhaps that might have been a contributing factor creating the problem. However, she doesn't feel that it is a real problem now because the faculty and staff concerted efforts to dispel fears and anxieties which probably resulted from a lack of education and multi-ethnic experiences. Their approach included information dissemination, improved communication, frequent parent-teacher-principal interaction, and solicitation of parental help (which came in the form of teaching children to cook, sew, paint, play games as well as tutorial kinds of activities).

Original school enrollment has almost tripled, necessitating orientation programs for all new parents who come into the community as well as continuation of other programs. For example, parents and community members are invited to visit the classes, look around the school, examine materials etc. and then ask questions regarding anything that they have seen or wish to know. Involving the whole community requires a great deal of planning because an individualized multi-media approach to learning is foreign to parents who attended traditional schools.

## VITA

Nelson E. Wentworth, Principal, C. P. Smith School

EDUCATION: Attended elementary, junior, and senior high school in Kennebunk, Maine; graudated from Gorham, Maine State Teachers' College, 1954; master's degree in school administration, Florida State University, 1962; Certificate of Advanced-Graduate Study in school administration and planning, University of Vermont, 1975.

EXPERIENCE: Teaching principal, Owl's Head Central School, Owl's Head, Maine, 1954-56; teacher, grades 5-6, Palm Beach County, Florida Public Schools, 1956-61; supervising principal, Palm Beach County, Florida Public Schools, 1961-68; supervising principal, Burlington, Vermont, Public Schools, 1968-1978; instructor of education, Trinity College, Burlington, Vermont, 1973-1978.

PUBLICATIONS: "What's Going On Around Here? Nine Principals Speak Out," (National Elementary Principal, March/April, 1977).
"Positive Reinforcement: An Emerging Philosophy," (Journal of Behavioral Education, August, 1973).
"Professional Negotiations: A National Neurosis," (The Vermont Elementary Principal, January, 1973).
"Walkout: A Memoir of the Florida Strike," (National Elementary Principal, Sept., 1970).

HONORS: Young Teacher of the Year, West Palm Beach, Florida, 1960.

C. P. Smith School
Burlington, Vermont

C. P. Smith School opened in September, 1959. It includes kindergarten through sixth grades and has 340 students and fifteen classroom teachers. It is truly a community school with all students living within easy walking distance, making busing unnecessary and hot lunch a very recent innovation.

The curriculum at Smith School has always been reasonable, practical, moderate, and cautiously-innovative, rejecting extremes: the rigidity of the ultra-traditional and the chaos of open education. The school enjoys a high degree of parent favor and support because of its earned reputation as a neat, clean, well-disciplined school which gets the educational job done.

VITA

Robert Mark Ashby, student participant

EDUCATION: Attended both elementary and high school in his hometown of Princeton. After graduation from high school in 1963, he enrolled at Indiana State University and received his B.S. in elementary education and physical education in 1967. Mr. Ashby was granted his M.S. in education from Indiana University in 1969.

EXPERIENCE: Upon graduation from Indiana State University, Mr. Ashby began teaching at Highland School in the Evansville Vanderburgh School Corporation where he is still teaching and coaching.

VITA

Joy Demeter, student participant

EDUCATION: Received both her B.S. degree in elementary education and her M.S. degree in elementary education, with an endorsement in reading, from Indiana State University. Currently she is completing her certification as an elementary principal.

EXPERIENCE: Teaches a four-five split grade level at the Crawford Elementary School in the Vigo County School Corporation in Terre Haute, Indiana; serves as the language art's chairperson at Crawford and is co-representative for the A.F.T. in the building. As a result of her work on the Vigo County School Corporation's new *Elementary Language Arts Curriculum Guide*, she piloted a new reading series which was observed by the International Reading Association during their tour held in Terre Haute, Indiana in the spring of 1978.

VITA

Marsha Jean Nichols Hauser, student participant

EDUCATION: Attended the Vigo County Schools in Terre Haute. She received her B.S. degree in 1972 from Indiana State University, majoring in elementary education and minoring in special education (mentally retarded). She received her M.S. degree in 1974 from Indiana State University and continued taking classes at ISU. In 1975 she became certified in neurologically impaired/learning disabled. At present, Mrs. Hauser is working toward an Ed.S. in school administration.

EXPERIENCE: Taught in the Vigo County School Corporation for six years, four years in elementary education and two years at the Diagnostic Center where she set up the Secondary Learning Disabilities Program for the school system.

HONORS: Spring of 1977, she was named Outstanding Young Woman of America.

## VITA

Joyce Kuckewich Moberly, student participant

EDUCATION: Attended Youngstown Elementary School, Honey Creek Junior High School, and Honey Creek High School--all in Terre Haute. In 1970 graduated from Indiana State University with a B.S. degree in elementary education. She received her M.S. degree from the same university in 1973. Presently, she is attending evening classes at ISU, working towards certification of a principal's license.

EXPERIENCE: One year of substitute teaching for Fort Bragg and Fayetteville schools in North Carolina in 1970-71. She is in her seventh year of teaching first grade children at Glendale School in the South Vermillion School Corporation of Clinton, Indiana.

TRAVEL: Has observed school facilities in many states, including Hawaii, as well as countries such as Haiti, the Dominican Republic, St. Thomas Island, Puerto Rico, and Acapulco, Mexico.

## VITA

Mark Ransford, student participant

EDUCATION: Educated in the public schools in Clinton, now a part of the South Vermillion Community School Corporation. After graduating from Clinton High School in 1966, he attended Indiana State University where he graduated with a B.S. in elementary education in 1970. In 1974 he completed his M.S. in elementary education and is currently working toward certification in elementary administration.

EXPERIENCE: Since graduation from ISU in 1970, Mark has taught in the South Vermillion School Corporation. He taught for seven years at Glendale Elementary School in Clinton where he taught seventh and eighth grade math and science. He also coached boys' basketball, boys' cross country, and girls' and boys' track at Glendale. He is currently in his first year at South Vermillion Middle School where he teaches math to seventh and eighth graders.

FIRST TELEPHONE DISCUSSION

Fred Snyder:

We have with us a group of students who have been looking in the literature and considering current problems in elementary school administration. The students have divided these problems into two areas. One area we might consider to be *threats* to education--those aspects of the current scene that might adversely affect the educational process or its administration. The second area could be termed *thorns*--those little problems that we deal with currently and have dealt with over the years. These students have spent the last fourteen weeks considering the current literature, and, as we all know, many times the people who write the literature are not the people who really know what's happening in education. That is our reason for contacting you to ask for your opinion and advice on some current problems. To begin our discussion I'm going to call on Mr. Mark Ashby and let him direct some questions to Dr. Gallups. This won't necessarily need to be a dialogue. If you want to respond to the questions at any time, Dr. Lochiatto, please feel free to intervene.

Mark Ashby:

I teach in Evansville, Indiana, and one of my main areas of concern is negotiation. In Indiana we have a collective-bargaining law which was passed in 1973, and took effect in 1974. I was wondering, Dr. Gallups, if you have a collective-bargaining law in California?

Dr. Gallups:

Yes, we have a collective bargaining law that was passed in 1975, but it has not been fully implemented. In smaller districts of California they were able to handle it, but the problem which arose was that the governor did not set aside enough money to conduct the particular election that had to be held in each of the districts. The elections were for the purpose of setting up the selecting units that must represent the various classes of employees. At the present time the teachers have recognized what is known as UTLA, which is United Teachers of Los Angeles, affliated with the AFL-CIO, and CTA, as well. It is a very strong union, having approximately 9,000 members out of 27,000 teachers. At this stage they have presented their proposals for what they want in a particular contract. It's about a 60 page document. The board of education has countered with their document which is about 141 pages. The administrative side is pretty well ahead because the board of education of Los Angeles has always had board rules that are codified by-laws. The UTLA is attempting to make the board policy and the board rules part of the contract

itself. One of the crucial things that is happening now is the actual negotiation of new contracts since there have been no contracts issued in Los Angeles to teachers for the last three and one half years. It is difficult to understand why teachers are teaching without contracts, but we have more than 2,000 long-time substitutes in teaching. They have already negotiated the teacher transfer policy, and, for all purposes, there is no policy whereby the teacher can request a transfer. We are involved in what is known as ethnically-balanced staffing of schools, so all transfers that are made in the District are for maintaining ethnic balance. We do anticipate a full contract by spring when negotiations are completed.

Mark Ashby:
So the teachers have not had a contract for the last three years. Are they being paid under the last negotiated contract?

Dr. Gallups:
They have never been under contract. It's been something of a sweetheart agreement between employees and the board that they will accept whatever is given, and the organization has pretty much gone along. There was a strike in 1971 in Los Angeles which discredited the teacher union.

Fred Snyder:
I'm wondering, Dr. Lochiatto, do you have any sweetheart agreement like this up in Boston?

Dr. Lochiatto:
No. We do not. The Boston Teachers' Union, which is part of the AFT-AFL-CIO local 66, has been able to negotiate a contract this past September which, as a matter of fact, was in effect on the opening day of school. One of the problems with the present contract is that it included lump sum payments to teachers for this year. The amount will not be added to the basic teachers' salary schedule. My feeling is that next year, when negotiations open, teachers will ask for an increase in basic salary raising the minimum and the maximum salary payable each year. However, there has been a problem in getting more money for teachers from the city of Boston because, as you may have read in some papers, there has been a problem with tax revenues and the amount of money that has been available in the city treasury for payment of salary increases.

Dr. Gallups:
We haven't had that problem because, as I said, each year the board would come up with a 5-6 percent raise without any complaints at all, and when you do give that to teachers each year, and you allow them to earn salary points for additional increments, they really haven't had any problems as to salary.

Mark Ashby:
About your collective bargaining law, do you have any binding aribitration or anything of that nature?

Dr. Gallups:
That's one of the main features of it which they must negotiate, and they must select an agent. The agent has been selected, and the negotiation has begun. They haven't reached any impasses, and the things that they have negotiated have been sent to the Board for ratification. Right now, in order to get new contracts for teachers, a reduction-in-force policy must be negotiated, and they are doing that at this time. We anticipate this to be completed sometime next week, so contracts will become available for new teachers, shortly. The reduction policy sets up the steps to follow when teachers must be let go because of a drop in enrollment or a loss of federal funds.

Marsha Hauser:
I wish to speak to the principal in the Boston school. I wonder if your school is an inner-city school or a surburban school?

Dr. Lochiatto:
My school is an inner-city school as are all our schools in Boston. The particular school I am in happens to be right in the center of the city in a section called Roxbury.

Marsha Hauser:
Do you find you have a decline or an increase in your school population?

Dr. Lochiatto:
For the past four or five years, we have seen a decrease of approximately 20,000 students in the total school population, from a high of about 95,000 to roughly 70,000 at present. There has been a dramatic decrease in the school population, at least within the city of Boston Public Schools.

Fred Snyder:
Does this mean that you are having a reduction in the teaching force?

Dr. Lochiotto:
It hasn't yet come to a reduction in teaching force as it applies to permanent teachers. There has been less new employment. Reductions that have been made have been from the group of teachers called provisional teachers who do not have long-term contracts of permanent tenure within the city school department. There will be no actual reduction of permanent teachers. This was one of the major agreements negotiated this

year by the Boston Teachers' Union with the Boston School Committee, specifically, that there would not be any layoffs of permanent school personnel and that any excess teachers would be used in providing remedial or specialized services to students.

Fred Snyder:

I had the opportunity to visit today with one of our students in a suburban school just outside of Minneapolis, and he told me that they had a reduction in force. They are up to the teachers with thirteen years of experience, and that gives me some concern. I'm wondering, Dr. Gallups, are you having any problems along these lines out in California?

Dr. Gallups:

My own particular school is one big giant incubator, with a school population of over 1600 students in elementary grades. It's a year-round school. The area that I am in is growing and we happen to be an area that has a great influx of predominately Latino with other minority ethnic groups. I would say almost 68 percent of the population is Spanish-American. However, the rest of the city, in particular San Fernando Valley, has been experiencing white flight. The percentage of Caucasian children, for example, has dropped from 37 percent to 33 percent over the past year. While the Latino population has jumped into the majority, the black population has remained at the same percentage. Overall, there has been a 16,000 drop in pupil registration. Most of these are students who will be coming to inner-city schools.

Dr. Lochiatto:

The reduction in force has been a concern of some of the nearby suburban communities. For example, in one town, Dedham, the recent contract negotiated with the teachers' union (after a lengthy session) allows the Dedham School Committee to eliminate a position or drop from the payroll any teacher with up to fourteen years of teaching experience. This may be an example and a model for some of the other nearby communities which may be contemplating reduction-in-force policies in the near future.

Dr. Gallups:

Our reduction in force has been merely that we hire fewer long-term subs, because we have a three year probationary period. We really just hire fewer long-term substitutes.

Marsha Hauser:

I want to ask Dr. Lochiatto--Do you find that you have a lot of extra class space now that you don't have as many students, and, if so, what are you doing with it?

Dr. Lochiatto:

Yes, that is quite true. The school population decline has left approximately 5,000 or more extra seats within the city schools. Some recommendations have come from the Municipal Research Bureau, which more or less watches out for taxpayers' money and city expenditures throughout the city. One of the bureau's recommendations has been for the city to close nineteen schools which are presently under utilized or not needed. Second, the city of Boston is presently under a federal court desegregation order. As part of the court order, a long-term study has been made of the school closings. The suggestions and recommendations filed with the court recommend that four schools be closed this year, seven schools be closed the following year, and then approximately twenty more schools be looked at for possible renovation or closing within the next ten years. Altogether, about thirty-nine schools have been recommended for other minimal activity or for closing within the next ten years. This is in addition to the forty or more schools that have been closed in the past ten years. Also from the court order have been some other recommendations concerning the building of new schools. A new school would absorb the population of, perhaps, three or four of the presently-used small schools. Altogether, it has been recommended that fourteen schools be closed within the next two years. Three new schools will be built.

Dr. Gallups:

That hasn't been our experience at all. We have had over-crowding in some schools, as well as declining enrollment in others. In about eigh. en instances, we have had one principal between two schools. We haven't closed any schools, and, at this point, I wouldn't anticipate any closings. We did have an airport problem a few years back when they closed one junior high and two elementary schools, but that was due to the noise pollution we had.

Dr. Lochiatto:

The present recommendations for school closings made in Boston are in addition to approximately twenty schools that have been closed within the past five years. One important administrative change made here in Boston in the past three years is that we now have a principal or headmaster for every school building. That was not the case three years ago when some principals had four or five buildings to administer. As part of the federal court desegregation order, Judge Arthur Garrity, Jr. had ordered that every school must have its own administrative head, i.e., principal or headmaster. In the past three years Boston has gone through a promotional rating system in which appointments of a principal or headmaster to every school within the city have been made. In the past, especially at the elementary school level, the city schools were organized into what were called school districts. Each district could encompass one to five small elementary schools, all of which were headed by one principal, with possibly one assistant principal in each one of the other school buildings within the district. Presently, each school within the city has its own individually appointed principal or headmaster.

Fred Snyder:
I guess this is my personal bias and I would like for you to react to it. Feel free to oppose me very strongly if you like. I personally feel there definitely is a need for an administrator in each attendance center--that it is very difficult for the leadership to be provided on a part time basis. Would either of you care to react to that?

Dr. Gallups:
Our association feels much the same way and in most cases some compromises have been reached. At the present time we have nine situations that are like that. The population, for example, runs as low as one hundred and twenty students in one and maybe two hundred and forty in another. I would anticipate that in the coming year, not this current year but in the coming year, that all will be alleviated and the board will go back again to the policy of one administrator for each site.

Mark Ashby:
I have one other question to which I would like either or both of you gentlemen to respond. Our public law, so far as negotiations go in Indiana, requires that the school corporation bargain on economic items, but anything other than economic items must be agreed upon by both parties. In other words it's just not mandated tnat such things as class size, and so forth, be negotiated. I wonder, for example, how your law is set up in California? Is it just for economic items or both?

Dr. Gallups:
No. Our laws cover pretty much all items, such as initiating transfers, salary points credits, evaluation procedures, total compensation, working conditions, and length of working day. As one example, there is presently a grievance against me personally because of my extending the teachers' school days; whereby teachers are remaining in school for seven full hours instead of six hours and forty-five minutes. So, obviously, working conditions are a very big part of it. The differences that we have, so far as negotiations are concerned, are making it interesting. It looks as if it's going to be a conflict between community and teachers, rather than a conflict between administration and teachers. Every proposal that is presented to the board of education for ratification before it goes to the negotiation group has to be passed by the community at a public hearing. We've been getting a lot of input in these particular meetings. The public expresses itself on certain things, and in many cases, I think the teachers are coming up losers since we find a lot of people shaking their finger at the board and saying, "Look, at what is taking place." We are glad we are a part of the negotiations, but opening up negotiations to the public, letting them see what is going to be proposed, and getting their reactions first before proposals are actually negotiated represent a different approach.

Mark Ashby:
This is something like the sunshine law that they have in Florida where they take everything before the general public. Do you have a negotiator who negotiates for the school corporation?

Dr. Gallups:
We have Dr. Bill Sharp who is a former high school administrator of long standing. He is a strong individual, as well as being an attorney. He is our chief negotiator. He has had the experience of being a high school principal as well as having passed the bar, and is very familiar with labor law.

Mark Ashby:
That seems to be more the rule than the exception, for a lawyer to be the negotiator between the school corporations and the teachers' corporations.

Dr. Gallups:
Right.

Mark Ashby:
What kind of salary does the head negotiator get?

Dr. Gallups:
His salary is in the range of $40,000 to $45,000.

Mark Ashby:
Well that certainly makes it worthwhile for him.

Dr. Gallups:
Elementary principals are paid $37,000 in my own particular area.

Fred Snyder:
Students, sitting around the table here, are wondering where they can apply.

Dr. Gallups:
They can come as teachers. We need good ones any day.

Dr. Gallups:
We base our salary upon the assignment. I am a Title 1 principal in a rather large year-round school. We are only one of two year-round schools in the entire Los Angeles City, out of the 486 elementary schools.

Salary is based upon responsibilities as well. Mine just happens to be a little over $37,000. What happens is that we operate year-round, and I am here for twelve months out of the year.

Fred Snyder:
Are you on the 45-15 plan for your year-round school?

Dr. Gallups:
That's right.

Fred Snyder:
We have a few schools in this part of the country that have adopted that. Usually that comes about, though, from a need for building space, and you mentioned earlier that you do have a real growth pattern, population-wise. Is that part of the rationale?

Dr. Gallups:
Well, orginally it started as a need for space four years ago. We are in our fourth year, but we now have plenty of space with only two teachers who are what is known as "rovers." In other words, they do not have their own class but take the classroom of some teacher who is not there with his or her students. I have nine teachers, also, who function as true year-round teachers; they are there twelve months out of the year, and they take a large number of students from all four tracks. What happens is, they stand still and one-fourth of the students leave on their intersession time. If I didn't have that, I might possibly have six roving teachers. It did start as a need for space, but it has now turned into a genuine belief in the philosophy that if you have children at hand twelve months out of the year, your educational lag is going to be less. Our test scores have indicated this as well.

Fred Snyder:
Do you have one or more assistants?

Dr. Gallups:
I have two vice principals, and since we're funded through Title I, I have seven coordinators of various areas, such as language, math, reading, counseling, and so on. I have a lot of help.

Fred Snyder:
With that amount of assistance and the fact that you are on a year-round school, when do you find is the most convenient time to take your own personal vacation?

Dr. Gallups:
Well I sandwich it in. First of all, our school is closed the two weeks at Christmas time, so that is part of my vacation. I took a week and one-half off in August to attend the conference in Hawaii on year-round education, so it works out. My wife is a year-round teacher as well, so we don't have any problems.

Mark Ashby:
I would imagine that having your year-round school has cut down on vandalism quite a bit in comparison to the other schools in your corporation.

Dr. Gallups:
It's done a great deal. If we could just get rid of the spray cans, but the spray cans are down to nothing. Spray paint is about the only vandalism we have really experienced.

Marsha Hauser:
I want to ask Dr. Lochiatto--do you find that some of the schools that you are going to close could be used for community projects places, senior citizens centers, or library branches instead of just boarding up the windows?

Dr. Lochiatto:
Sometimes they are. Once a school is closed and the school committee votes that the building is no longer required for school pruposes, then it reverts back to the city. Generally, the city wants to put the property in a tax-paying role. They either tear down the building and make the land available, or if it happens to be a building that is useful for other purposes, they'll sell the building and land. It could be sold to a social organization or to a private corporation or individual. For example, some old school buildings have been converted into old age nursing homes; other schools have been turned over to community organizations and community agencies for teen and social service centers. There is always the possibility of using the buildings for community purposes, but, with the need for more revenue, the city generally likes to turn any unused property back to tax-paying role.

Marsha Hauser:
I was wondering if you ever have an extended school year program in Boston?

Dr. Lochiatto:
Our extended school year program generally has been based on available federal funding. Dr. Gallups has mentioned the year-round school. We do not have any year-round schools here, but we did have limited summer school programs. These programs, funded under Title I ESEA, were six week

programs which provided students with remediation and enrichment educational programs. As a rule, here in New England, very few school systems operate on a year-round basis. A great deal has been written about it, locally and nationally, but very little has been done to implement such procedures in Massachusetts.

Dr. Gallups:
There are many schools in California that do have the year-round program. The city of Corona, which is in Riverside County, has two high schools, four junior high schools, and twelve elementary schools in the entire system year round, on a 45-15 or what is known as concept six in the secondary schools. Chulu Vista, which is in the San Diego area, has approximately seventeen elementary schools and the entire system is organized that way. The Imperial Valley has a few. The last count, as I recall, is 195 elementary schools presently functioning in the State of California. Most of them are operating year round not because of a real need for space but because of a belief in the philosophy of year-round education.

Mark Ashby:
How does the year-round school affect the athletic programs at the various schools so far as secondary education is concerned?

Dr. Gallups:
It makes no difference in the athletic program because the kids are interested in major athletics and attend during intersession for major sports (although not required to do so). It hasn't made any difference at all so far as I can understand.

Mark Ransford:
I would like to ask either one of the principals if your principals' association engages in collective bargaining?

Dr. Gallups:
In the state of California, the superintendent in each district can designate whether principals are supervisory or management, and we have been designated as management. The Superintendent has stated that principals in Los Angeles city schools will not be a part of any negotiating forces. It has been very good for principals. I was one who was not in favor of principals' being part of management. I wanted to have a contract and to have collective bargaining action also. We found that the board is much more willing to give what you want when you have the option to move away from them. I think it has worked out very well so far, in the last two years, anyway.

Joe Demeter:
I was wondering, when you negotiate are any of your principals on the negotiating team?

Dr. Gallups:
In Los Angeles there are two elementary principals, two secondary senior high principals, and two junior high school principals, as well as one representative from adult education and one representative from the child care centers. They serve on the collective bargaining group. Also, there is one area superintendent (of which there are twelve) who serves on this, as well as Bill Sharp who is the assistant superintendent.

Joy Demeter:
Is this true in Boston also?

Dr. Lochiatto:
In Boston there is an administrators' union. This union has the title, Boston Association of School Administrators and Supervisors (BASAS). It, too, is part of the AFL-CIO just as the teachers' union is part of the AFL-CIO. At present, the Boston Association of School Administrators and Supervisors is negotiating with the Boston School Committee but not too successfully. One of the items that the Boston School Committee has requested, especially since there are now more elementary school principals than ever, because of the federal court order requiring an administrator in each school, has been a down-grading of the principal's salary. For example, present salary for principals is $28,500. We have a single salary schedule here so whether you administer a 100 pupil school or have a high school with 3,000 students, you get the same salary. The present school committee doesn't agree with this policy and has asked for a down-grading of salaries, based on a ratio or gradation of some kind which would alter the single salary schedule and reduce some of these salaries substantially. This is being resisted, of course. The present negotiations are at the stage of reaching some compromise or, if possible, promoting a grandfather clause for all those presently in the position. We do have a negotiation committee which is composed of principals, headmasters, directors of departments, assistant directors, supervisor, and all other groups represented by the Boston Association of School Administrators. Up to the present nothing of substance has been agreed to by either the administrators or by the Boston School Committee.

Dr. Gallups:
I think the difference we have in California, as compared to that in Massachusetts, is that our state law pretty much prohibits administrative unions unless the board of education acts to give permission to do so. Not that most principals in the Los Angeles city schools are not in favor of the union, it's just that the superintendent has laid down the ground rules and our principals have agreed to go along with them. I think, frankly, many of the things that we received in the past two years are the result of that. In the past two years we have gone to a salary based upon enrollment and responsibilities, so it ranges from $26,000 to almost $40,000.

Fred Snyder:
I'm wondering--have either of you, in your school organization, initiated the concept of team management or participatory management as it is called in some places?

Dr. Gallups:
We have what is known as twelve administrative areas, and each administrative area encompasses approximately forty to fifty elementary schools, plus five to six senior high schools, and probably eight to ten junior high schools, but the purse strings are really not held at a local level. The superintendents of those twelve areas are really very low in priority so far as having much power, and really, in most cases, dictate what is handed down from the board above. The elementary principals' organization, the senior high school principals' organization, and the junior high school principals' organizations, receive direct projects from the superintendent's office, with specific ideas accepted from the administrative organizations on discussion proposals of board rules that need to be developed, and so on. In many cases the principals here in Los Angeles have much more power than do the area superintendents. In most cases the area superintendents carry out the administrative functions that are handed to them.

Mark Ashby:
Is your school board elected or appointed? We have just recently changed from an appointed school board to an elected school board.

Dr. Gallups:
Our school board in Los Angeles is elected. It is composed of seven members, and they are elected on rotation basis of three every one or two year period and four the following two year period, so it's a four year term that they serve. We have what we consider to be two ultra-conservatives serving on the board, four that are considered to be liberal, and then the swing voters, one of whom happens to be the sister of the governor of the state of California. The Board is elected, and the seven members really work, too. It's a big system to have only seven people.

Mark Ashby:
Is it the same thing in Boston? Do you have an elected school board as well?

Dr. Lochiatto:
Yes. In Boston it is an elected school board of five members. There has been a recent referendum on the ballot to expand the school board to eleven members, seven of whom would be elected from the districts and four who would be elected at large. This was an attempt to make the body more representative and responsive to the various sections of the city, but that referendum was defeated. All school board members have

been white. In the recent election (fall 1977) one black candidate was elected to the board, which was a surprise. This showed that the city is maturing as regards minority groups and that perhaps there will be a better balance in school policies during the next two years, especially since the city is just beginning to get over the initial shock associated with desegregation and resistance to the federal court order. It would seem that the newly elected board will be more responsive to the needs of the city schools and to the needs of all groups in the city.

Joy Demeter:
When you were talking about your negotiator, do you have an in-house attorney or do you have a retainer system with your school board attorneys?

Dr. Lochiatto:
In Boston the school committee hires its own attorney, plus it has the services of the city of Boston attorney. All negotiation is done by the two attorneys, who meet with the negotiators representing the administrators.

Dr. Gallups:
We have an in-house negotiator, Bill Sharp, who happens to be an attorney and who is a former high school principal. He has an assistant associate superintendent status. He does receive input, however, from our staff of attorneys. There is a staff attorney (one person) plus three or four additional attorneys who handle legal problems in the district. One of those people serves as an advisor, but the negotiating is not done by an outside person. It is done by an inside person.

Joy Demeter:
Do you have any idea what amount of money is spent a year on legal fees for each of your corporations?

Dr. Lochiatto:
I couldn't give you any definite amount on that. There is a variety of legal fees within the city. Most of the legal fees have been consumed by representation in the courts for the school department and for the school committee. The representation in court was related to court-ordered desegregation. Those fees have run into the hundreds of thousands of dollars. I think the fees related to negotiation are in the range of $25,000 for the school committee negotiator. The lawyer who represents the city is on the payroll already. His salary is $28,000 a year, but he or she would have other duties besides any negotiation responsibilities while representing the Boston School Committee.

Dr. Gallups:

Our in-house attorney, Bill Sharp, whom I mentioned, is actually in charge of what is known as staff relations, so his office handles that. As well as doing the negotiating and helping to flesh out the contract for the initial proposal, he has other duties. He does have the responsibility of administrating all three procedures that are brought against administrators by teachers. The one thing that does save us, in many cases, is that for any grievance, the cost of the grievance procedure has to be borne by the teachers' organization. So the cost, for example, of a grievance for a teacher is not as great as you might think when you consider that the United Teachers of Los Angeles foot the bill. In other words if there is a witness needed at the procedures, a sub is provided by the UTLA.

Fred Snyder:

I am aware that Boston received much attention in the News Media regarding the integration problem two or three years ago. Could you bring us up to date as to what has happened since then?

Dr. Lochiatto:

Well, I think things have cooled down a lot. People get accustomed to change after they have overcome the initial shock and some time passes. Things have settled down a great deal. We have a new superintendent who has done a creditable job and the school committee has resigned itself to meeting the requirements for desegregation. The orders handed down by Federal Judge Arthur Garrity have stayed firm. All appeals against his order have either been denied or have been adjudicated as corrected in the courts. It is much quieter in the schools. The bussing itself is done without friction, and the city, instead of fighting about children being bussed, is now really fighting for improved schools and a better education for everyone. I am glad to report a very positive kind of feeling about the progress that has been made in relation to desegretation within the city of Boston. It is evident that much progress has been made.

Fred Snyder:

Those of us at Indiana State University are nodding our heads and we are very pleased to hear that report.

Dr. Gallups:

One thing we discovered in Los Angeles, the integration issue relates to the number of schools with problems. It is far lower than the press wants you to believe. I think the principal from Boston should probably talk on that.

Dr. Lochiatto:

Yes. Generally what happens is that tension is focused on one or two schools. That tension becomes magnified and sometimes exploited in the press. An example I can give here is that of South Boston High School which was brought into court receivership. Every incident that happened in South Boston High School was totally and fully reported. Everything was analyzed in depth with pictures in the newspaper and features on television. All of the negative school aspects and incidents were publicized. If many of these things had happened in any other school they either would not have been mentioned or would have received some kind of back page attention. So many of the things that did happen were exaggerated and misrepresented, causing even more problems. I think the positive effect desegregation has had in most parts of the city hasn't been commented on. The willingness of many parents, teachers, and students to work together to solve problems has received much less attention in both newspapers and television. Generally, it has been a story of polarizing people by exaggeration of minor incidents and less publicity given to the positive effects. Desegregation has been implemented with minimal problems and good will in the vast majority of schools.

Marsha Hauser:

I would like to know if you are using the extra space in the Boston schools for tutoring of children who need extra help during the school year or what you are doing with the extra space in your schools?

Dr. Lochiatto:

Generally, extra space in schools has been used for tutoring. Because of court-ordered desegregation, we have received a great deal of Emergency School Act money. Much of this money has been put into remediation programs within the schools, and some of those programs revolve around tutoring. Some of the extra space has been utilized by providing additional programs. As an example, under the Emergency School Act we have received millions of dollars for additional reading and supplemental mathematics programs. Many of the excess rooms at the high school, middle school, and elementary school levels are being used for these programs. Because of this extra money, which enables us to hire additional teachers, we have been able to utilize many of the available rooms. There still are a number of spaces available if you look at the pupil populations of individual schools. Extra space will diminish with the expected school closings.

Marsha Hauser:

Do you think your students' grade levels in reading have gone up, and if they would take competency tests in high school, would their scores be higher than they have been in the past?

Dr. Lochiatto:

At certain grade levels for example, grades 2, 4, and 6, students' reading scores have increased. With the addition of criterion-referenced tests at the middle school and the high school level we hope to improve individual pupil abilities even further. The feeling is that students have improved, but this hasn't been indicated greatly by the standardized testing programs. There has been some improvement in minority group reading scores, but we have not been able to pinpoint a general major rapid improvement of the reading progress for the students throughout the city. The Title I program review has reported substantive improvement in pupils' reading and mathematics scores. This has generally been for pupils at the elementary and middle school level. At the high school level there have been, until recently, very few developmental reading programs for students. Those that have come have been with the availability of federal money. It is too early to determine definitively if students have made overall progress. I hope this will be the case.

Fred Snyder:

It is reported that Indiana, this year, stands a fifty-fifty chance of passing a minimal competency law. I'm wondering if you have gone through the thrust of minimal competency testing program in Boston and Los Angeles and, if so, what has been your experience?

Dr. Gallups:

Yes, we have that in the Los Angeles city schools, and it is part of the entire state program. It has been based on a three year period. It began three years ago, and the final phase of it will be this June. As a student enters the tenth grade, he takes what is known as the proficiency test, which is a test that has been developed and copyrighted by the Los Angeles city schools and published by MacMillan. It tests the basic competency that is expected for students to have attained when they finish high school. They take it first in October of their tenth grade year. If they score below the level that is needed, they are assigned to take a remedial class. They are enrolled for approximately twelve weeks, and then they are given the test again. The same process is repeated in the eleventh grade, as well. We will find out this June exactly what happens in the twelfth grade--whether we have students who are not given diplomas.

Fred Snyder:

You're not down into the elementary schools then, so far as testing for minimal competency?

Dr. Gallups:
No, but I think they are moving toward it. The proficiency is based only on passage from junior high to high school and upon graduation itself. Students do not go into the tenth grade unless they have reached a certain proficiency.

Fred Snyder:
What would be your feeling about going to the elementary school? Do you feel that is the direction you should go?

Dr. Gallups:
I think so, and I believe it is only a question of time until they do get around to that.

Fred Snyder:
How low would you suggest?

Dr. Gallups:
Our problem has been that our children who are leaving sixth grade and going into junior high school are, for the most part, at or near grade level, but there appears to be some lag that is taking place during the junior high school period whereby their scores begin to drop. I am not sure whether it is the nature of the junior high school student, or what it is. The experience that we have had in California is that our sixth graders going into junior high school, for the most part, are either at grade level or close to it. With proper growth, a child who is reading at fourth grade level in elementary and who continues the instructional program should be far above the requirement of eighth grade by his senior year. This is not happening.

Fred Snyder:
The proficiency that you are administering--is it a criterion-referenced test?

Dr. Gallups:
The items that are listed on it are examples of things that the student must do in real life. For example, filling out an application form for employment, making application for a social security card, and various other types of activities. Basic math problems are given. There are paragraphs to be read which would have questions to answer, and there are questions based upon the applications themselves. It's approximately a ninety-four item test. It is copyrighted and it is available through the MacMillan Publishing Co.

Fred Snyder:
How about Boston--have you entered into this?

Dr. Lochiatto:
Yes. For the past two school years by school committee decree, the Boston schools have been developing a minimum competency requirement for students from the first grade through the twelfth grade. In the elementary schools we've encompassed reading, mathematics, spelling, and handwriting basics, and the minimum requirements are being put into printed form for review and revision by a committee of teachers, parents, and administrators. We presently have a draft form of what the minimal requirements are and are testing these in the hopes of formulating and finalizing them at the end of this or next year. The other problem is to make sure that minimum competency doesn't become the standard or the level on which expectations for students are based. On a state wide level the Massachusetts State Department of Education is developing a format for testing minimum competency skills, especially for high schools and for high school graduation.

Dr. Gallups:
One of the interesting things that is taking place in Los Angeles is that a very large group of principals from the Elementary Principals' Organization have come together to consider the reasons why children can't read. They are more interested, I think, in a negative sense, in presenting those variables which make the teaching of reading a very difficult task--the fact that it isn't practiced as a skill in the home, the other things that take place to hinder reading, the nature of society itself, which exploits the fact that it really isn't necessary to know how to read to be successful. This group is working on what is known as the reasons why Johnny can't read. I would anticipate that there will be something coming up within a short time in that particular area. I feel very strongly that administrators, and teachers as well, need to be a little bit more offensive on the defensive. A reading score is really not the greatest indication of how successful a student is in reading. It merely shows, in most cases, that a child can perform or cannot perform on a test. Consequently, we are looking forward to this particular project which is under way to present to the public, with some clarity and understanding, the variables that make teaching of reading a most difficult task.

Joyce Moberly:
As a first grade teacher, I am very interested in reading. I want to know if you have a test that you give to kindergartners who enter your system to see if they are ready for kindergarten and, also, if you feel that you have a high pupil-teacher ratio in the first, second, and third grades which might affect reading achievement?

Dr. Lochiatto:

In Boston, before a child enters kindergarten he has to be either four years old for a K-1 program or five years old for a K-2 program. Generally, in K-2, at the five year old level, there is a screening test that is administered to the child to see what his individual academic and physical needs are. During the year the school program is planned to help the student. In regards to the screening, reading readiness is especially emphasized. At the end of the year the Metropolitan Reading Test is administered to the K-2 children prior to their going into the first grade. So far as the teacher-pupil ratio is concerned, the teachers' union negotiated a requirement that no class exceed twenty-six students to one teacher, which is also maintained for kindergarten. Many Boston kindergartens also have teacher aids, which further reduces the teacher-pupil ratio. Generally, for all Boston elementary classes, the teacher-pupil ratio is maintained at twenty-six to one.

Dr. Gallups:

We pretty much follow the same program that Dr. Lochiatto described. A child must be five years old on or before December 2 before he can begin school in September. In my own school it's before they can start school in July, so we do have, in my own particular school, an advantage in that kindergarten children get to attend three months before the normal September registration time. We do not conduct any testing except during the spring.

Mark Ransford:

Dr. Lochiatto, you referred to a K-1 and K-2. I am assuming that means two years of kindergarten. What are your compulsory attendance ages?

Dr. Lochiatto:

Compulsory attendance for students doesn't have to start until grade one, or at age six. Boston has been a leader in early childhood education because we have a K-1 program in which students approximately four years old can come into a pre-kindergarten program. Students five years old in September can enter the K-2 kindergarten program. Actually, prior to going into the first grade at age six, a child could have been in school two years already. The kindergarten program encompasses only a half day period, except in some instances where pupils attend an extended-day kindergarten program. In the extended-day program children at the kindergarten level stay in school the whole day. We do have this two level kindergarten program which can be for a one year period or for a two year period.

Dr. Gallups:

We have just the one year period. The pre-school classes, which are pre-kindergarten, are funded by Early Childhood Education. We only have about sixteen of these classes throughout the city.

Mark Ashby:
In Indiana the majority of our funds are provided by our property taxes, and I was wondering--in California and Massachusetts is that the same method by which you receive the majority of your funds, or is it through some other tax or some other means?

Dr. Gallups:
We use the general purpose tax from the state level as a funding source plus the property tax to make up the difference. In most cases, however, it is not a fifty-fifty contribution. I think our property tax is roughly 55 to 60 percent whereas the state only comes up with 40 percent. The cost of education has gone up so drastically in the last ten years that the state is operating on the premise that they are providing more money than they have ever provided before, so they should have more control. We have been overwhelmed with state laws, state regulations, and state impediments in terms of the education of children. The Property Tax People Association, throughout the state, presently has an initiative, which will be on the next ballot, which would make it impossible to tax personal property (real property) for anything in excess of 1 percent of the market value. It is estimated that present taxes on a $50,000 home would yield roughly $1800 for all services, education, city, and county taxes. This would be reduced to approximately $1100; so it does mean, I think, that the state is going to have to supply more money to bring it to a respectable level. The general fund tax that is handled by the state includes a 6 percent sales tax. It includes revenue from gasoline sales which are not used exclusively for road repairs. There are various other usage taxes throughout the state, such as pari-mutuel betting on horse racing.

Mark Ashby:
How is that in Massachusetts and Boston?

Dr. Lochiatto:
Generally, there is a heavy reliance on the property tax in most of the communities throughout Massachusetts. There have been requests for the state to absorb a great deal more of the educational costs and even some suggestions that some cost should be paid by the Federal Government. However, there is a state aid "equalized valuation" formula which tends to offset some of the wide disparities between rich communities and poorer communities. The property tax is heavily relied on for the support of schools. Each tax bill that is sent to home owners indicates the amount of their tax that goes directly to support the schools. For example, one nearby community, Malden, has a $231 per thousand tax rate. Out of that, $85.67 is designated as a school tax, and the remaining $145.00 is designated for general tax purposes. The property tax is the tax which is heavily relied on for support of schools. There is a state aid equalization formula which tends to cut across the extremes of spending by providing support to the poorer communities and working to lessen spending disparities that exist within the state.

Dr. Gallups:

So far as school financing is concerned, a recent decision (roughly ten years ago) called the Serrano-Priest decision was brought by Spanish-American parents against the entire state for having unequal distribution of tax revenue. We are in the predicament now whereby Beverly Hills, for example, in the western part of the city, has its own school system. We'll be giving certain amounts of revenue into other school districts. For example Wellowbrook, which is a totally black area and has a very low tax base, will be receiving revenue. In the western part of our county, and particularly in Los Angeles, the board of education is an entity unto itself, and it crosses over city boundaries. The Los Angeles city school system not only covers much of the Los Angeles county area and the city of Los Angeles, but it also includes seven incorporated cities which, in turn, have their own city governments. It becomes quite a power struggle. Sometimes the city governments come into direct conflict with the board of education in terms of the taxing problems. City government cannot control the board but they have influential ties. With the initiative that's coming up, I would anticipate even more problems. You are going to see more participation by state government in equalizing taxes, because, as you can see, you can only tax a small 1 percent of the market value. You have county residences, you have city government, and you have boards of education waiting in line to get at that 1 percent, so the state is going to have to make up the difference.

Marsha Hauser:

I'd like to know what both places are doing about fuel shortages this year?

Dr. Lochiatto:

In Boston costs of electricity, oil, and coal, where coal is still used, are major factors. Because of the dramatic increase in energy costs in the past four years, both the school department and the mayor have been very much concerned. One of the things to do, of course, is to watch the thermostat so that the heat is more carefully regulated. Thus, you do not have periods of extreme heat when the furnace works all of the time and teachers have to open the windows. The mayor has sent to each school building a representative whose special purpose was to study ways in which the costs of heating, electricity, and other related expenses could be reduced. One of the things that has been done is to make sure lights are shut off when not in use. We have discovered where there are extra lights and where lights are not required to be on all of the time. We have explored installing heat-saving devices, changing furnaces to more efficient models, changing the motors on furnaces, and shutting off the wings which are not in use in buildings. All these procedures have brought about dramatic savings on fuel, electricity, and power costs throughout the city. Heating costs are a major factor because most of our buildings are heated by oil. Most of the electricity generated in this area is through the use of oil. These costs have risen excessively and are exorbitant. One of the reasons that the request for

many school closings has come about is the drastic increase in heating, electricity, gas, and other utility costs which makes building maintenance an expensive procedure.

Dr. Gallups:
Our utility costs are not as great as I would imagine them to be in the eastern cities. For example, today the temperature is 85 degrees and the morning temperatures were roughly 68 degrees, so we have a need for heat only, let's say, for the first hour during the day. We do fire up most of the steam boilers and then turn them off after one hour. We have had several programs of curtailment, in saving of energy, which have been pretty successful but energy really is not our biggest problem. Right now our largest problem is water because at this time the entire state of California is in a state of drought, and we are not certain whether the rains that have been coming are really going to help the situation. We have had a rather large number of extensive programs for saving water and also electricity, but we really don't have that problem to the extent the eastern cities have.

Fred Snyder:
At the present time we would be glad to melt some of our snow and send it to you.

Dr. Gallups:
I'll bet you would and we would take it.

Marsha Hauser:
I'd like to ask Dr. Gallups--have you built any new school buildings that are using solar heating and cooling systems?

Dr. Gallups:
No, there haven't been any. We have two types of building programs, but there have been no solar types of experiments within the Los Angeles cities. The main reason for this is that we do not have a big need for heat, and solar energy is mostly associated with providing heat. We have two programs. All pre-1933 buildings are in the process of being replaced and have been replaced, for the most part. In 1933 a very large earthquake took place in southern California. The Federal government has an extensive cafeteria program instituted in southern California, and we are building some extremely large cafeterias; in fact, we are over-building. We usually put classrooms on the second floor of a new cafeteria, so we are getting the spin-off of additional classrooms. Our buildings, for the most part, are single level and quite new in comparison to the eastern cities'. At one time during the fifties we were growing to the extent of having to build one new school every week. So you can see, for the most part, our 486 elementary schools are in pretty good shape. In the downtown area of Los Angeles where city hall is,

there are only about six elementary schools. Some of these buildings are old, but the campus itself is a mixture of new buildings plus old buildings. In most cases, however, we are in pretty good shape so far as buildings are concerned.

Marsha Hauser:
What about schools that have been built underground--are there any out in Los Angeles?

Dr. Gallups:
No.

Marsha Hauser:
How about the hydroheat schools? Have any schools been built using the hydroheat system? I don't know exactly how they do it, but they get heat out of the water.

Dr. Gallups:
None at all.

Fred Snyder:
I'm wondering if we might get a response from both of you as to what you consider to be, perhaps, the most crucial problem facing elementary school administrators at the current time?

Dr. Gallups:
The most crucial problem we have is the lack of success in involving parents in the education of their children. Our basic problem is that we need to involve parents, and we need to do something more than just give them lip service. I really think that most parents, especially the minority parents, don't feel welcome in the schools, and making them feel welcome is one of the hardest things to do. If they as children were unsuccessful in school, then they see their children as being unsuccessful as well. If we don't develop friends among parents and if we don't develop a kind of education that is open for children and for parents, then I don't think we will be successful. In the past education was left entirely to the schools, but I don't think we can do that any longer; it is a cooperative effort.

Fred Snyder:
Dr. Lochiatto, what would be your response? What is your perception of the most crucial problem at the present time?

Dr. Lochiatto:

One thing I am concerned with is differentiating education for students and providing them many options and alternatives, especially since we now find that, at the upper level, college is apparently not the preferred route for everyone. Starting very early in their school careers, students should be given options and alternatives which will make some schools and programs distinct from others. One of the ways that this can be done is by giving schools a certain theme or a "magnet program" attraction. For example, at various levels and in different schools, emphasis could be concerned with language, art, music, or science--those kinds of programs which give alternatives to students and to parents. This kind of differentiated educational opportunity for students, parents, and for the community is, I think, very important and will be an even more important educational concern in the future.

Fred Snyder:

Well, gentlemen, perhaps our paths will cross at a professional meeting sometime. I want to tell both of you we certainly appreciate the informative conversation. On behalf of the class I want to express our sincere gratitude for your willingness to participate. Both of you have been very, very helpful and we thank you very much.

SECOND TELEPHONE DISCUSSION

Fred Snyder:
This is Fred Snyder. I thought perhaps you might first introduce yourselves and tell a little bit about your attendance center, the kind of school you have. Let's go around the circle of the country with that type of discussion to begin with, so that the students here can get a feeling of the school with which you are associated. Could we start with you, Mrs. Wait?

Mrs. Wait:
Okay. We are in Portland and this is a kindergarten through eighth grade school, and there are about 500 students.

Fred Snyder:
What kind of community is this? Is it a cross section so far as social economics are concerned?

Mrs. Wait:
We are about middle class. Here at Hayhurst we have about sixty-five black students who came from inner-city schools.

Fred Snyder:
They are bussed in?

Mrs. Wait:
Yes they are. We are under a voluntary bussing program in Portland.

Fred Snyder:
I see. All right, Mrs. Weddle.

Mrs. Weddle:
I am principal of an open space concept inner-city ghetto school, housing 700 children. The student population is 100 percent black; 99 percent of the children are on free lunch and breakfast. Wicker School opened for operation four years ago and is a neighborhood school. I was appointed principal of Wicker the summer prior to its opening.

Fred Snyder:
So your building is only four years old?

Mrs. Weddle:
Yes.

Fred Snyder:
I see. Mr. Wentworth, would you like to tell us about your school?

Mr. Wentworth:
C. P. Smith School, in Burlington, is a relatively small school of about 340 students. We are, probably, a little bit unusual in that we have no bussing at all. All the children still walk to school and walk home. We just instituted a hot lunch program three years ago, and prior to that time all of the children went home to lunch and walked back, as in the good old days. The school district is pretty well balanced, I would say, as to socio-economic factors and minority groups. In Smith School, I think, at last count we had four black children and the rest are white.

Fred Snyder:
In Terre Haute, Indiana we have been suffering from rather bad weather. Some of our students were slow in arriving tonight so we may have some stragglers coming in late. Most schools here were closed because of bad weather for the past week. That is one reason I called each of you today to make sure that your schools were going to be open and everything was all right. Just for a point of interest, I'm wondering what kind of weather you're having in each direction. Last week we talked to Los Angeles; it was 85 degrees, and we were right in the middle of the worst snow storm we have had all year. How are things weather-wise out in Portland?

Mrs. Wait:
Well, Portland is very typical for this time of the year. We have rain coming down very heavily. It's fairly warm--about 45 degrees, but we are known for this kind of weather on the west side of the Cascade Mountains so it's pretty typical. We are only about 50 miles from Mt. Hood. We get a lot of rain, and, therefore, we get snow on the mountains.

Fred Snyder:
I was out near Portland this past summer for the Professors' Conference at Eugene.

Mrs. Wait:
Yes.

Fred Snyder:
That was in August. It was a little cool and wet at that time. What kind of weather are you having, Mrs. Weddle?

Mrs. Weddle:
Lovely New Orleans weather, about 70 degrees.

Fred Snyder:
I thought that it might be. I wish I were there.

Mrs. Weddle:
Come visit us.

Fred Snyder:
How are things on the East Coast?

Mr. Wentworth:
Well if you folks can't hear me very well in Indiana, it's because all of that heavy snow is hanging on the telephone wires.

Fred Snyder:
You are coming through loud and clear. In our discussion we will handle this conference call, as our written correspondence indicated, very informally. We are recording this and will have a subsequent publication as a result of this discussion. I think that each of you has some correspondence from one of our students who primarily will be interacting with you. However, at anytime all of us should feel free to join in on the conversation. We might start by asking what your schools are doing to enhance parental involvement?

Mildred Wait:
Portland is still in a K-8 elementary program. We are trying to move toward a middle school operation, but the school board has decreed that we may only do this with parental involvement and parental permission to do so. So during the last three or four years here in Portland, we certainly have had a lot of parental involvement. All schools must have a parent council which complements or replaces the PTA. We are heavily involved now in the process of trying to make the switch-over from a K-8 situation to a primary and middle school.

Fred Snyder:
What is the major reason for this mistrust of the middle school? Is it the fact that your junior highs are very much like your high schools and that you are trying to start a different kind of program there?

Mrs. Wait:
We do not have a junior high school. We have a K-8 elementary school, and we have a four-year high school. We do not have a junior high, and that's why we are trying to move not toward a junior high but more toward a middle school concept. We are probably the last or only city of this size in the whole country that has this kind of arrangement. Parents are very reluctant to change it or give it up. We are forced this way simply because so many major cities, such as Portland, have declining enrollments. Financially, we just simply cannot afford to finance the program that the upper grade students need.

Fred Snyder:
Here in Indiana--Evansville, Indiana--we have a similar kind of program, and we have found it difficult to convince parents of the value of a change. I think this is always true in any type of change.

Mrs. Wait:
It is a very emotional issue, and it takes a lot of ground work to try to work it through.

Fred Snyder:
Mr. Wentworth, would you like to say anything about what Burlington is doing with parental involvement?

Mr. Wentworth:
I suppose, because we're basically a community school, we have a great deal of parental involvement simply because the school is more readily available to parents and vice versa. Each of our classrooms has at least two room mothers who deal with activities that elementary schools have--class parties, field trips, and that sort of thing. Recently, we moved into more of a one-to-one aid situation, where parents come in to work with children on various parts of the curriculum. We also use parents as aides in the consulting teacher program. This is a part of our special education program. We also use aides to work with the classroom teacher. Other parents work in the community as block mothers and on various PTA committees. Smith School is similar to other schools in this particular area in that schools are usually open and available to parents. Parents are very much in evidence in our classrooms and around the school.

Fred Snyder:
Do any of you have a council of any kind such as an advisory committee that really has budgetary input to the board of trustees of the school board?

Mrs. Wait:
Do you mean for each school or for the district itself?

Fred Snyder:
For each school.

Mrs. Wait:
We do have a parent advisory council which has considerable power. They are more or less concerned now with reorganization. In doing this, parents have greatly explored in depth what moneys are available. They are studying the teacher-pupil ratio and its effects on programs for upper grade students. These are ways they are giving a lot of input to the school board.

Mr. Wentworth:
Each of the schools in Burlington has what is known as a Burlington design for Education Committee. That's a committee made up of parents, teachers, and the principal. While they have no policy-making activities, they do act in an advisory role. Basically, they report to the school board on the things that their particular school is doing that they would like to commend. They also make a list of recommendations indicating how they think the school should change its curriculum or other aspects of its school program, acting in an advisory capacity to the school and to the board.

Mrs. Weddle:
In New Orleans there was a lack of community support, interest, and involvement in public school education; therefore, our superintendent, Dr. Gene Geisert, has really placed a great deal of emphasis on developing a mechanism for greater community input and involvement. A Rockefeller grant was received by the school district for community development programs. There is in existence at the district level a Citizens Advisory Board with similar advisory groups in each elementary and secondary school. These groups, advisory in nature, have input into curriculum, financial, and other kinds of decisions.

Mark Ransford:
I wanted to ask Mrs. Wait if there has been a push for accountability on the part of teachers in your area?

Mrs. Wait:
We have been dealing with accountability in Portland for several years which is, I think, quite good, considering the kind of evaluation that we are using. All teachers here are evaluated every year. Probationary teachers are evaluated twice a year, and all teachers are

evaluated at least once a year. We have very specified planning for teachers in that up to the district level, we have been involved in accountability which, I think, is a real plus for all administration.

Mark Ransford:
What criteria is used for your accountability? Evaluation by the administrator, use of test scores, or that type of thing?

Mrs. Wait:
Evaluation is basically within the building here at Hayhurst. I have two supervisors who work with me. I also have a part-time administrative assistant. They are involved with the whole process of looking at what we do, identifying the evaluation criteria, and so forth. Then, following that phase, our area person is in the building quite often and he and I work jointly. We have, within the district, a building evaluation, so we are really into the evaluation process. It's not just the principal who is concerned.

Mark Ransford:
Are principals, assistant principals, and supervisors subject to accountability?

Mrs. Wait:
Absolutely. We are all evaluated in the same way. Certainly, our roles are different; therefore, our accountability differs. We are under the same kind of accountability as all other staff members; principals are under the same requirements as teachers. We are evaluated at length every year. The administrator sits in with me four or five times during the evaluation process. Our goals are very specifically outlined. The procedures will follow the evaluation reviews, etc.

Fred Snyder:
Mrs. Wait, does this evaluation take the form of management by objectives?

Mrs. Wait:
To some degree, yes. Doctor Blanchard, Superintendent here in Portland, was very concerned about the lack of accountability when he came several years ago, so we have moved toward that kind of process. We also have modified some aspects to keep evaluation a little more humanistic. We all are relatively comfortable with accountability right now.

Mark Ransford:
I wanted to ask if the criteria or the specific means of evaluating are made a part of the master contract in your area, or are they school board policy, or just exactly how is that?

Mrs. Wait:
It works all the way down to the school level. We have three areas in the district per se. It just seemed to come about as a result of meeting and working together to work through an evaluation process. It has been somewhat of a team effort here, and there's been little conflict. We met together and did a lot of ground work on the process, but fortunately it just has been adjusted. We're pretty comfortable with it.

Mark Ransford:
Mrs. Weddle, I was wondering if you would speak of that, too, please.

Mrs. Weddle:
We do have a teacher evaluation policy which is in its second year of operation. We anticipate that the second component of the evaluation program, that of administrator evaluation, will be implemented next year.

The evaluation program is an excellent one and is being considered as a model for the development of other evaluation programs throughout the state.

Our evaluation program necessitates that teachers and principals work collaboratively. Proper implementation involves the joint determination of goals and objectives, how the goals and objectives will be accomplished, and how the attainment of the goals and objectives will be measured.

All teachers are subject to evaluation. Probationary progress reports are issued to probationary teachers twice a year, in December and April. Before rating a teacher the principal must conduct two formal observations of that teacher for no less than thirty minutes' duration each observation. Therefore, four formal observations are conducted during the school year. No limitations are placed on the number of informal observations that one may wish to conduct.

The specific means for evaluation of teachers has not been made a part of the master contract. As a matter of fact, the union has filed a class action suit against the school district's unilateral determination of an evaluation policy. Since our last conversation the court has ruled in favor of the school district.

I have no administrative assistance; so it is my responsibility as principal to evaluate all of the employees in the building. These include cafeteria workers, custodial staff, para-professionals and professionals.

Mark Ransford:
Mr. Wentworth, how is evaluation handled in Burlington?

Mr. Wentworth:
About three years ago Burlington began a rather extensive program of evaluation of both teachers and administrators. We developed an instrument for teacher evaluation that is divided into five major areas: Professional Growth and Responsibility, Knowledge and Understanding of the Learner, Learning Environment and Classroom Management, Instructional Methods, and Evaluation of the Instructional Program and Student Progress. Teachers are evaluated by their immediate supervisors in the fall of the year and again in the spring on thirty-five basic checklist items. We also develop, with each individual teacher, a set of individual goals and objectives for the year. I have started an additional procedure where I write narrative comments throughout the year following classroom visits and observations. The principals and other administrators in this system also have their own evaluation process. Principals receive an unofficial advisory type of evaluation from teachers in January of each year. There are thirty-two items on which teachers rate principals. The official evaluation of principals is completed by the superintendent or by a person he designates, and that usually is the assistant superintendent for instruction. About every six weeks we sit down with the assistant superintendent, and we identify and monitor our own goals and objectives.

Mark Ransford:
I want to ask one more question of all three people. Some states require teachers to take a proficiency examination prior to getting tenure. I was wondering if any of the three states we're talking to tonight require that?

Mrs. Wait:
Oregon teachers do not take examinations to become tenured. They are on probation for three years. They are evaluated twice during each of these three years, and these evaluations determine whether they are recommended or rejected for tenure. There is no examination per se.

Mrs. Weddle:
Louisiana has no proficiency examination. We are the same as Oregon. We have a three year tenure period during which time the teacher is evaluated twice a year and then is or is not recommended as a tenured teacher.

Mr. Wentworth:
In Vermont there is no tenure law; teachers are certified by the state and hold probationary certificates for at least two years after graduation. At the end of the probationary period, a teacher may apply

for and receive a five year professional standard certificate renewable after the completion of six university credits. Principals do not have tenure either, and up until about six years ago the superintendent didn't have a contract. He was subject to thirty day recall! So Vermont is still very much out of the tenure field.

Fred Snyder:
Mr. Wentworth, how often do you recall superintendents?

Mr. Wentworth:
Well, I think at the last count, superintendents in Vermont lasted somewhat less than three years; so we play musical chairs quite frequently here in Vermont.

Joy Demeter:
I would like to address this to Mr. Wentworth. We were talking about teacher accountability. Have you had many cases of teacher malpractice or administrator malpractice suits?

Mr. Wentworth:
No. We really haven't. I would suspect, with the new 94142 Special Education Act going into effect, that things might heat up in that area. I know that just recently, as an example, one particular family here in Burlington filed suit against the board because their child had been indentified as needing specific kinds of remediation, and the school department was not providing that. It did not have the funds to do so. So the court proceeded to order us to provide the remediation. The fact is that the local district does not have the money to provide such services. We will provide the needed services as soon as the state department provides the money to do it. I would suspect that the future holds some interesting things so far as that is concerned. But, up to the present time, we have not really had too much of a problem here.

Fred Snyder:
Could we pursue this from the other areas? I have been very concerned about the financing of special education. I know of one child here in Indiana whose individual needs are costing about $12,000 a year, and of course there isn't enough money available to go around. I'm wondering if maybe the so called "average" will be asking for such specialized or individual attention, considering the new direction special education is taking. What are the other areas' concerns with special education?

Mrs. Wait:
I think the laws here in Portland are what we are interpreting them to be. Certainly, money is the problem, and we are going to have to go to the state, the same as everyone else to get more support. There is

a legal clause that says "reasonable" in making some placements with children who are severely handicapped, but some discretion is being used. So far we've been quite successful with placement. We feel right now that we all are burdened with reams of paper work. We must show accountability in that area, that's for sure, but so far we have not had any kind of problem.

Fred Snyder:
How about New Orleans, Mrs. Weddle?

Mrs. Weddle:
I cannot comment on the financial implications of the increase in special education because I am not familiar with that aspect of it. It has, however, placed a heavy burden on teaching staff and principals for a number of reasons, and I will elaborate on those. It means that there is much more paper work and that there is more involvement of parents, teachers, and principals who are dealing with special education children. For example, the state has mandated that IEPs (individual educational prescriptions) be written for every child in a special education class. This necessitated in-service training for teachers. Principals had to comply with tight deadlines for the development of these IEPs. Then the teacher of the special education child, the principal, the child, and the child's parents sat down together and discussed the child's individual prescription and how the child was going to work toward the goals of his prescription. The teacher, the principal, the child, and the parent worked toward some agreement as to what the child was expected to accomplish. The parent, as well as the teacher and the principal, must sign the individual prescription. It is a little bit difficult, particularly in this area of the city, to get all of the parents in. Many of our parents work. Many of them have younger children at home, and many of them just are not interested in coming to school. That isn't to say that we have not had some success, but one can understand the difficulty of putting all of these people together at one time. The development of individual prescriptions for children in special education presented no great problems for teachers in this particular school because we have always worked in an individualized instructional program. I think that this is probably the herald of things to come with regular teachers as well as special education teachers. I am sure that teachers in the regular classrooms who have children mainstreamed to them will also be involved in writing individual prescriptions, and I think that teachers will be required at some point to write individual prescriptions for all children whether they be special education children or regular children in the ordinary programs.

Joy Demeter:
Mr. Wentworth, this is Joy Demeter again. You were talking about the public law that has been implemented lately. Are you familiar with the Beagleston Act from New Jersey?

Mr. Wentworth:
No, I'm sorry. I'm not.

Joy Demeter:
It requires the school board to have students with learning problems tested and to provide whatever is necessary for their education to be equal with all other students. Do you have any act like this in Vermont other than the public law?

Mr. Wentworth:
No, but I would expect one sometime in the relatively near future as these suits begin to develop. The courts may begin to pass down judgements that require the local districts to provide certain kinds of services to their students; I would suspect that new legislation will need to be passed. As an example, Burlington is in the direst of financial straits and we simply cannot support the kind of judgements likely to be handed down regarding the needs of special education students.

Joy Demeter:
May we discuss malpractice? What is your feeling on malpractice in general? Let's go back to accountability and say that you, an elementary teacher, have a student whose parent is unhappy with his or her achievement at the end of the year. You would be held responsible and taken to court. Have you had any cases like this, and what is your feeling on this, as an administrator?

Mr. Wentworth:
Is that directed to me? I'm not sure.

Joy Demeter:
Anyone who would like to respond.

Mr. Wentworth:
Why don't I step back a minute and let the ladies respond first.

Mrs. Wait:
I am having tremendous difficulty hearing what is said. I hope I am speaking to your question. I had been a reading teacher for many years before I became an administrator. I think it is terribly important in education that we have very specific goals set for each individual child and some accountability built into the program. We are preparing for parents a list of specific skills expected of their children. Letting parents know where children are functioning has been our way of dealing with accountability as readily as we possibly can.

Fred Snyder:
I might raise this question. Are you going toward, or have you adopted at the present time, any program of competency testing in Portland?

Mrs. Wait:
Yes. The state of Oregon has decreed the competency-based tests. We are in our first year. We have just gone through competency-based testing with the understanding that students with a high school diploma will have passed a competency-based test. O.K. Now, that's moving downward into the elementary school and into the various grade levels; we are really in our first year of competency-based testing.

Fred Snyder:
In Indiana we have a proposed bill before the legislature for competency-based testing that would begin at the fourth grade and follow on through. Do you have any feeling at what point tests should be initiated? Would you feel fourth grade is appropriate? I personally feel we can't wait until high school if we are going to enter such a program.

Mrs. Wait:
That's where ours begins. Ours begins at fourth grade level. I feel it's long over-due. I'm all for it. I think there are some things that we really need to do in building accountability both for students, parents, and professionals. So I am pleased with the law now as it is.

Fred Snyder:
Do you have any concern that these tests might be used in the wrong way? For instance, do you think the administration would compare what is happening in your school with another school in Portland and say, "Mrs. Wait, how come you are not accomplishing as much as this other school?"

Mrs. Wait:
I have had a special background in curriculum, and there are many "ifs" on which I could challenge that kind of question. I would ask for some information on the other programs. I work in the kind of school, the kind of neighborhood, where there are many things to take into account. I don't perceive that as being a great problem. Within a large city there are such individual differences among the schools. I don't see that as a great problem. I have spent many years in the inner-city. I'm now out in the more suburban part of the city. I have no fear of comparison at all.

Fred Snyder:
I attended a meeting last week with superintendents in Indiana, and they were talking about this. One of their major concerns was the fact that they might be criticized from school corporation to school corporation

because of the results of the tests. That's the reason I raised the question. I, personally, do not have that kind of concern either. It seems to me that oftentimes educators are a little defensive on many, many issues.

Mrs. Wait:
I think testing could be used incorrectly anytime, for sure, but I don't perceive this would be any more so than what we have found with other testing programs.

Joy Demeter:
Mr. Wentworth, since the malpractice movement in medicine has not improved the quality of health care, do you feel that the malpractice movement in education will have the same results, not beneficial and possibly detrimental?

Mr. Wentworth:
No. I believe that the spectre of malpractice in education may have, ultimately, a better effect on education than has been the case in medicine. I know, in Vermont, for example, we're just beginning to crank up a basic competency program for high school graduation. It just so happens that malpractice was one of the basic items we discussed this afternoon at a faculty meeting. For example, each school is now required to identify those students who qualify as special education students. Those students and their needs are then prioritized on a district wide list. The thrust of my comments at the faculty meeting this afternoon was that I had a responsibility to follow through, with members of the staff, in identifying the needs of those special students and that we have a further responsibility to develop the individual education programs for those students. I just think that, ultimately, those of us who are responsible for the education of children must look more carefully at what we do. I really don't have a great fear. I think we're going to do a better job because of the question of malpractice.

Joyce Moberly:
I would like to change the subject a little bit to court rulings and federal money. Do you feel that the portion of federal control that comes with the federal money you might receive is reasonable for the amount of money received?

Mrs. Wait:
Being in a school that is in session, I have a child whom I have to see. It's still school time on the West coast. Let me quickly answer since I'm going to get off the line. I think sometimes we are confused by all the laws and regulations. We tend to be fearful of all the things coming up. I still don't see that anything is threatening to us so long as we are doing a good job and we're keeping parents informed. I haven't seen that, basically, things have changed that much.

Fred Snyder:
Mrs. Wait, since you have to leave, we want to thank you for participating.

Mrs. Wait:
It was a pleasure.

Mark Ransford:
Mrs. Weddle, did you mention that you had a program of competency testing in Louisiana?

Mrs. Weddle:
We are presently involved in competency testing in Louisiana. This is our first year to enter into such a program. The state is interested in proficiency-testing programs. This year we did administer state assessment tests to children in fourth, eighth, and eleventh grades.

Mark Ransford:
When high school graduation time rolls around and some students don't meet the competency requirement, do you have a certificate of completion that's issued to those students?

Mrs. Weddle:
There has been a great deal of discussion in this state regarding the awarding of the diploma of graduation as opposed to a certificate of attendance. However, nothing has been decided at this point. Just what will be decided or presented to the legislature is still under discussion and is a moot question at the present time.

Mark Ransford:
I know some states do issue a certificate of completion or a diploma. How about Mr. Wentworth in Vermont? Do you have that kind of system in Vermont or what is the situation?

Mr. Wentworth:
We are looking ahead to our first graduating class which will need to meet those requirements. Those students who are identified early who probably are not going to be able to meet the specific requirements of the regular competency examination, will be subject to their own individualized educational plans. I suspect that in future years there will be a number of individual plans. I rather doubt that all of our students are going to be able to pass competency tests.

Mark Ransford:
I would like to switch topics for a second and ask, first, Mrs. Weddle, do you have a collective bargaining law in your state that covers middle management?

Mrs. Weddle:
No, we have no such law in Louisiana; in fact, we have no collective bargaining law at all in Louisiana. Our particular school district does have a contract with the teaching union as does our adjacent school district.

Mark Ransford:
How about Vermont?

Mr. Wentworth:
The administrators in Burlington, including the department heads at the high school and the assistant principals, are in a unit called the Burlington Administrators' Association. We do bargain with the School Board and we do develop a negotiated agreement. The last contract we negotiated was a three year contract which has one more year to go.

Mrs. Weddle:
In New Orleans, we do not have an association for administrators, principals, assistant principals, administrative assistants, and supervisors, and others in similar categories are excluded from the bargaining table. Our superintendent is a strong advocate of his management team concept, and, therefore, is opposed to principals' being involved in the teachers' bargaining unit.

Fred Snyder:
At the present time, what you stated about New Orleans is true of Indiana as well. Middle management is not involved with negotiations as the teachers are. However, our neighbor to the north, Michigan, is one of the leaders in this area. Middle management seems to be gaining momentum, now that it is becoming unionized.

Mrs. Weddle:
Well our superintendent, Dr. Geisert, is a strong advocate of the administrative team concept and is strongly opposed to principals' being involved.

Mark Ransford:
Would you please discuss the management team in more detail? How is this arranged in your area?

Mrs. Weddle:

The superintendent's philosophical framework is that principals are part of management, that principals have the responsibility of implementing and enforcing the master contract, and that principals are there to represent management when they are not enforcing the contract. Therefore, it is inconsistent that principals be a part of the bargaining unit. I could say that the superintendent has truly operated under a management team concept. He has involved principals and other middle management personnel in the development of major policies and major programs in the district which directly affect the ways principals work in school buildings. I was a member of the board's first negotiating team, and I can say that the three principals on that team were a vocal, vital, and integral part of that team. We were also involved in the development of the evaluation program as well as the management improvement project for middle managers in the school district; so we were operating as members of the management team with input into the decisions that were made.

Joyce Moberly:

I have a question as to how your teachers are hired. Are your teachers hired by the central office or do you have a chance to interview the applicants?

Mrs. Weddle:

Teachers are hired by the central office; however, I do insist on some autonomy in the selection of staff for this particular school. I fear that not all teachers are capable of working in an open space environment and in a team-teaching kind of situation, and perhaps if they are exposed to it they really wouldn't want to. So I feel it is my duty to interview those teachers who are interested in coming to this school and let them know what the program is like, what is expected of them, and whether they feel they can live up to these expectations. Personnel will send out someone to the school that they feel might fit this particular school and be able to fill the vacancy satisfactorily. When prospective teachers come to the school, I have an interview committee set up, and we interview those individuals. The interview committee at the school usually includes the instructional area leader (or pedal leader as we call it), the ranking teacher from the school, and me. I usually try to involve the instructional leader with whom the individual would probably be working. There have been occasions when individuals have come out to the school and expressed a desire to work with us should a vacancy occur. When a vacancy does occur, I let personnel know that I think this person might be worthwhile and that they should, perhaps, interview the individual, and I have been lucky enough to have a few people hired this way. When going through the central office for hiring, teachers must have a certain number of points which is determined by their student teaching grade, their grade point average, their scores in the NTE exam, and their personal interview. This is what the central policy is, and as vacancies occur in most schools individuals are hired to fill those vacancies. Not all principals insist on interviewing teachers before they come into the school, but I

do feel that we should do this in all schools so that we can make sure the individual coming in is comfortable with his situation and feels that he or she can work in the kind of program that is going on in this school.

Joyce Moberly:
Mr. Wentworth, would you reply, also? Is your situation similar to this?

Mr. Wentworth:
In Burlington the normal procedure is that when a vacancy occurs, each individual principal is responsible for interviewing and recommending to the superintendent. Normally we would set up an interview committee. This generally would consist of two or three parents, two or three teachers, and the principal. In the past, there have been occasions when students were actually involved in the interview process, but that's not a general practice, at least not in my school! I, as the principal, screen the candidates. For each vacancy there might be fifty candidates, and I screen them down to seven or eight people, who would be acceptable to me. The committee, then, comes to consensus on whom we think is the best candidate. I make the final recommendation to the superintendent. If the superintendent and the board approve, the person is hired.

Joy Demeter:
I would like to direct this to both Mrs. Weddle and Mr. Wentworth. I was wondering, do both of you play the part of master teacher or curriculum leader in your building? Then, I would like to know how you go about choosing new curriculum ideas or methods to be implemented in your schools?

Mrs. Weddle:
I certainly feel that a principal's greatest responsibility is that of being an instructional leader. In my opinion being the instructional leader means that one must place a great deal of emphasis on staff development in order to prepare the faculty and staff to develop curriculum, and to think of new ideas, and to implement those ideas in the school. Our situation, as I mentioned, is a little bit different in that we opened a new building which was designed for a certain kind of program. One of the first things we had to do was to develop a philosophy and a conceptual framework from which we were going to operate. We did this while we were already working with children. It would have been much easier to develop the curriculum before the children came into the building, and it would really be delightful if we could have funds for one summer, for example, to do nothing but curriculum work. But, unfortunately, we have no funds for that kind of activity. I feel that it is very important, also, to involve the community with the staff at some point in the development of curriculum, at least to involve them so that they truly understand what is happening. This will help them give us feedback and information on how they feel the program is going. In the four years that I have

been in this school, we have tried some new kinds of programs which have been suggested by teachers. We've tried them on a pilot basis and have found them to be very successful. I feel that if teachers are involved with planning curriculum and realize that their ideas will be picked up, listened to, and implemented, they will have a strong commitment to the program and to the school.

Joy Demeter:
Mr. Wentworth, would you please comment?

Mr. Wentworth:
In Burlington the principal is very much the instructional leader. That's his major role, and we're extremely involved in the development of curriculum. In the last year or so, however, there has been a rather distinct change coming about, I suppose as a result of this basic competency business that is taking hold now; there is more and more of a centralized flavor to curriculum development, at least in Burlington schools. As an example, we have a director of curriculum whose job is to coordinate curriculum throughout the city. As a result, in the past couple of years we've come out with basic guidelines for reading and for math, and this year we are developing the language arts. I suppose that in years to come, in fact the next year or two, we will be going into science and social studies. I expect all of the principals in Burlington will continue in the instructional leadership role.

Joy Demeter:
This is also the case in Terre Haute, Indiana. I happen to be a member of the new language arts curriculum guide committee and we had to move the school corporation toward an over-all basis instead of individual school concerns. I'm wondering if you feel that, with the move to the basics and to competency testing, we might lose some of the concern for humanistic education?

Mrs. Weddle:
I would not ever want to think that a move toward the basics or competency education would endanger a humanistic approach toward working with children. I guess I react very strongly about the basic movement because I don't think that, particularly in our situation, we have ever left the basics. We have been concerned in an individualized program where certain children learn certain skills and they developed certain concepts within reading, writing, math, social studies, science, and all those basic areas. In fact one of our major emphases here has been on reading and mathematics skills. We feel that children were definitely weak in certian areas in reading, particularly in vocabulary and comprehension skills, and in mathematics they were particularly weak in problem-solving skills and in computational skills; so while we have an open educational program, we still have stressed basics with children. I also very strongly contend that a child-centered approach is not

inconsistent with the need for the basics. I don't believe that anyone needs to be concerned about losing the humanistic approach toward education just because we are moving back to a basics program.

Fred Snyder:
Mrs. Weddle, I see that our time is running short. Our class has discussed some of the problems associated with elementary administration in terms of what we called *threats* and *thorns*. We have defined *threats* as those very serious problems confronting education today and *thorns* as being those prickly issues we have to deal with all of the time and for which we haven't found any solutions. Could you comment as to what you feel are perhaps the most prickly *thorns*--the little irritations with which the elementary principal must deal, and also on the more serious *threats* that you see on the forefront of education?

Mrs. Weddle:
Let me see. One of my major *threats* is that of staff development, and my concern is that there is not enough time during the working day to conduct staff development activities. All of our activities are done after school. We do have some release days during the year for staff development activities, but it would be much better if we had some funding in order to conduct these activities--perhaps a week before school started or a week or two weeks after school closed for the summer. At one time when we first organized school, we did work on Saturdays and had our staff development activities and our curriculum planning and building on Saturdays, but it is very difficult for teachers to find the time for this when they also have things to do at home. So I would consider that to be one major problem--finding the time and the funding for staff development activities.

Fred Snyder:
Mr. Wentworth, would you like to comment?

Mr. Wentworth:
I think I could comment very briefly and simply on that one. In my day-to-day kind of work, it seems to me that the greatest *thorn* is the *thorn* of instructional improvement. It always has been a great concern of mine that instruction in the classroom continues to improve. There was a period of time in the late 60s and the early 70s when I got pretty discouraged with the whole thing, but I've taken heart recently. I really think teachers can improve, classroom instruction, generally, can improve, and schools can become better places for children. I really think that that *thorn* is not going to hurt as much in the future as it has in the past. I'm really optimistic about it. The biggest *threat* that I see to myself, to Burlington, and to the nation is the whole problem of how we are going to finance education in the manner in which the public is saying it wants it financed without paying for it. I really am in a corner about that and I hope that somewhere along the line someone will come up

with the magic answer of how we're going to pay for education in an inflationary economy. I'm not sure just how that's going to happen.

Fred Snyder:

Thank you very much. Our students here are nodding, shaking their heads--yes--on that financial aspect. Mrs. Weddle, do you have a comment? In closing, I would like to express appreciation to all participants in this conference. On behalf of Indiana State University, we want to thank each of you for your astute comments and for sharing ideas about the *threats* and *thorns* confronting elementary principals.

## CONCLUSIONS

We now think what we first thought in looking at differences between *thorns* and *threats* in elementary school administration--that is, final conclusions, are not possible. It appears that *threats* in elementary school administration are dynamic in nature. They may well change in time. They appear to be perceived somewhat differently by principals administrating schools located in different regions of the United States.

Problems identified by students as being *thorns* did not appear to be perceived differently to any great extent by the same group of principals. The tolerant attitude on the part of participating principals toward the day-by-day *thorns* in elementary school administration is worth noting. We suspect that this attitude served as part of superintendents' rationale in recommending participating principals.

In 1971 the Center for Advanced Study of Educational Administration at the University of Oregon completed a study focusing on elementary school principals' perceptions of their problems. The study noted that a considerable range of conditions exists in the elementary schools throughout the country. For this reason, outstanding educational institutions were labeled, "beacons of brilliance," and the extremely poor schools, "pot-holes of pestilence."

The principals participating in the present project certainly fit the category of "beacons of brilliance."

> In the "beacons of brilliance," the principals are charismatic leaders; they seem to instill enthusiasm in their teachers. The teaching staffs seem to be working as teams. Because their morale was high, their services extend beyond normal expectations. Teachers and principals, along with parents, constantly appraise the effectiveness of the schools in an attempt to devise new programs and strategies to overcome deficiencies.

> Programs of study are adaptable and emphasis in the instructional program is placed on children's needs. Principals are confident they can provide relevant, purposive learning without having to lean on traditional crutches.[4]

It seems reasonable to assume that *thorns* associated with elementary school administration are more painful for "pot-holes of pestilence" principals than they are for "beacons of brilliance" principals. It also seems reasonable to assume that there is a corresponding difference in perception of *threats*. It is not likely that "beacons of brilliance" principals will drown by being pulled under the sea of current threatening problems.

---

[4]Gerald Becker et. al., *Elementary School Principals and Their Schools*. (Eugene, Oregon: Center for the Advanced Study of Educational Administration, University of Oregon), pp. 1-2.

Additional copies of this bulletin may be ordered from:

CURRICULUM RESEARCH AND DEVELOPMENT CENTER
Statesman Towers West
School of Education
Indiana State University
Terre Haute, Indiana 47809

Other bulletins currently available:

ACTIVITIES FOR ELEMENTARY SCHOOL MATHEMATICS ENRICHMENT

ALTERNATIVES TO TESTS, MARKS, AND CLASS RANK

THE ARENAS OF POWER: FOCUS ON SCHOOLING

BLACK PEOPLE IN AMERICA: A TEACHING-LEARNING UNIT

CURRENT ISSUES IN SOCIAL STUDIES EDUCATION

CURRICULAR TRENDS IN INDIANA PUBLIC SCHOOLS

CURRICULUM EVOLUTION AS PORTRAYED THROUGH OLD TEXTBOOKS

ENVIRONMENTAL EDUCATION IN INDIANA PUBLIC SCHOOLS

LEARNING ACTIVITY PACKAGES

MINORITY ETHNIC EDUCATION IN INDIANA PUBLIC SCHOOLS:
A Status Study

1977 READING CHALLENGES: NEW DIRECTIONS

1976 A PAGEANT IN READING

PERCEPTIONS OF FUTURE ELEMENTARY SCHOOL PRINCIPALS

RE-EDUCATION IN HUMAN COMMUNICATIONS

THE ROLE OF CLASSROOM TEACHERS IN STUDENT SELF-CONCEPT DEVELOPMENT